DOCUMENT RESUME

ED 055 139 UD 011 845

TITLE [Milwaukee Public Schools] Title I ESEA Evaluation, 1970-1971.

INSTITUTION Milwaukee Public Schools, Wis.

PUB DATE Aug 71

NOTE 281p.

AVAILABLE FROM Milwaukee Public Schools, Dept. of Educational Research & Program Assessment, P.O. Drawer 10K, Milwaukee, Wis. 53201 (Free of Charge)

EDRS PRICE MF-$0.65 HC-$9.87

DESCRIPTORS Ancillary Services; Disadvantaged Youth; Educationally Disadvantaged; English (Second Language); Federal Aid; *Federal Programs; Kindergarten; *Language Development; *Program Evaluation; Public Schools; *Reading; Reading Centers

IDENTIFIERS Elementary Secondary Education Title I; ESEA Title I; *Milwaukee Public Schools

ABSTRACT

This evaluation concentrated on the behavioral objectives proposed for each of 37 academic and supportive service projects included in the total program. The report contains a brief description of the process of these projects and conclusions concerning project effectiveness. The conclusions drawn were based upon the best evidence available and upon the assumption that the behavioral objectives were relevant to the education of disadvantaged youth. Evaluative ratings were assigned to projects on the basis of a project's improvement over last year's outcome, parent perceptions of project value, and school personnel perceptions of the project. (Author/JW)

ED055139

milwaukee public schools

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

TITLE I ESEA EVALUATION

1970 · 1971

UD011845

DIVISION OF PLANNING AND
LONG-RANGE DEVELOPMENT

DEPARTMENT OF EDUCATIONAL RESEARCH
AND PROGRAM ASSESSMENT

Additional copies may be obtained from:

Milwaukee Public Schools
Division of Planning and Long-Range Development
Department of Educational Research and Program Assessment
P. O. Drawer 10K
Milwaukee, Wisconsin 53201

Tel. (414) 476-3670

Refer to Report by

Title:

Title I ESEA Evaluation
1970-1971

Researchers:

Title I ESEA
Evaluation Staff

Publication Date:

August, 1971

TITLE I ESEA EVALUATION

1970-1971

<u>An Abstract</u>

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

The Title I ESEA evaluation for 1970-1971 concentrated on the behavioral objectives proposed for each of thirty-seven academic and supportive service projects included in the total Title I Program. The abstract for this evaluation contains a brief description of the process of these projects and conclusions concerning project effectiveness. The conclusions drawn were based upon the best evidence available and upon the assumption that the behavioral objectives were relevant to the education of disadvantaged youngsters. Evaluative ratings were assigned to projects on the basis of a project's improvement over last year's outcomes, parent perceptions of project value, and school personnel perceptions of project value.

Elementary Academic Projects

Conclusions concerning project effectiveness were based upon both previous and current evaluation findings pertaining to four elementary academic projects: Language Development, Reading Center, Special Kindergarten, and English as a Second Language.

Language Development

Project process. Project therapists worked with children 5-8 years of age who exhibited a lack of oral-verbal ability. The therapists worked intensively with small groups from the same classroom in an effort to increase the verbal and conceptual ability of selected pupils.

Conclusions regarding project effectiveness. Fourteen of sixteen objectives, based upon the previous year's evaluation, were accomplished in this project, giving the project a good evaluative rating. The quality of this project has been cited by the American Institute for Research in the Behavioral Sciences and by parents of pupils in the project. For the current

project year, seventy-eight percent of the three hundred and twenty-seven parents responding to a questionnaire felt that this project benefited their children very much. Eighty-one percent of these parents responded that their children listened and spoke more after their children received treatment.

Reading Center

Project process. Primary-intermediate specialized reading teachers worked with pupils identified as having the greatest need for extra help in reading. Teachers provided daily individual and small group instruction using multi-media equipment and materials. Assistance in the developmental reading program was also provided to classroom teachers upon request. Emphasis was placed on developing a feeling of success in school and a better self-image. This project expanded the Reading Improvement Project initiated in 1947 with Board funds by providing additional services to public and non-public school pupils. A wide range of materials and equipment supplemented the instruction in both public and non-public target area reading centers.

Conclusions regarding project effectiveness. Seven of eight objectives were accomplished. This project improved its instructional outcomes when compared to its previous year's outcomes. This year and in previous years the Reading Center Project has been one of twenty exemplary projects for the education of disadvantaged pupils cited by the American Institute for Research in the Behavioral Sciences. Ninety percent of the classroom teachers in Title I schools felt that the reading resource teacher component of this project was of significant value to their pupils. At least eighty-three percent of the two hundred and fifty parents who responded to a

questionnaire felt that their children read better at the end of the project than at the beginning, and at least fifty-one percent of these parents responded that their children now read more at home. The project was given a good evaluative rating.

Special Kindergarten

Project process. The Special Kindergarten Project was designed to sustain the gains made by the children in the Head Start Program and to insure learning continuity. The full day program interrelated a broad range of instructional materials and activities, special supportive services, and community services to maintain a stimulating program for the disadvantaged child.

Conclusions regarding project effectiveness. This project was given a good rating since eighteen of its twenty-five objectives evaluated were met. For three years in a row this project has successfully shown its effectiveness in preparing Title I youngsters for school.

English as a Second Language

Project process. In this project, pupils with a foreign language as their mother tongue received special instruction in English. Itinerant teachers traveled to all schools having need for this service in order to work with pupils and the regular classroom teachers in helping the pupils learn to communicate in English. Programs for non-English speaking pupils had been in existence for many years. This Title I project expanded these services in both public and non-public schools.

Conclusions regarding project effectiveness. Since both project objectives evaluated were accomplished, and these objectives were formulated from previous findings, the English as a Second Language Project received a good evaluative rating.

Secondary Academic Projects

Conclusions were drawn from the previous and current findings available for eleven secondary academic projects: Fulton Reading Center, Secondary Mathematics, Instrumental Music, and eight Secondary Instructional Centers.

Fulton Reading Center

Project process. This project, serving seventh grade pupils, used a multi-faceted approach to increase reading achievement. "Facet I: Learning 100" stressed perceptual accuracy and visual efficiency through instrument training, building experience, skill building work in small groups, and the application of skills through filmstrips, tapes, and recordings. Facet I involved a team learning situation where pupils of similar reading ability were paired together. "Facet II: Milwaukee Adaptation of the Staats Motivated Learning Procedure" utilized a one-to-one tutoring system in which pupils were tutored by the Reading Center teacher. "Facet III: Reading Resource Teacher to Nine Fulton Language Arts Teachers" involved the Reading Center teacher for one hour a day to help Language Arts teachers plan programs for pupils with various reading levels and problems.

Conclusions regarding project effectiveness. This project met all five of the objectives evaluated and therefore received a good evaluative rating. However, whether to continue this project or not becomes a matter of philosophy. The philosophy of Title I seems to be concentrating on a K-4 approach.

Secondary Mathematics

Project process. The Secondary Mathematics Project was designed to alleviate some of the problems experienced by pupils in flow charting activities, electric printing calculators, and an activity oriented curriculum developed by the teachers in these schools. This curriculum included materials developed directly from business and community problems as well as materials which treated the traditional concepts of general mathematics in a fresh and dynamic way. There was a wide variety of activities provided and a high degree of individualized instruction given in a laboratory setting. There was an in-service workshop during the second semester that provided an opportunity for teachers to work with these materials, to see how the materials were used, and to adapt these materials and methods to their own classrooms.

Conclusions regarding project effectiveness. The Secondary Mathematics Project succeeded in accomplishing all five of its objectives evaluated. A good evaluative rating was given; however, as in the case of all secondary projects, the K-4 philosophy of Title I for Milwaukee should be considered when refunding time approaches.

Instrumental Music

Project process. This project encouraged youth from disadvantaged backgrounds to play a musical instrument proficiently and successfully. Instruments were provided through Title I funds, and the progress of each individual was monitored with the objective of facilitating student improvement to the point where he could be accepted in orchestras and bands in the secondary schools.

Conclusions regarding project effectiveness. Two of three objectives evaluated were met. This result led to a rating of good for the Instrumental Music Project. Again, the philosophy of a K-4 project approach must be considered when refunding of this project is proposed.

Secondary Instructional Centers

Project process. The framework of the secondary instructional program possessed common elements among schools in its organizational structure and intent, but also provided individual schools with the flexibility to plan and organize supportive and academic services to most effectively meet the needs of an identified group of educationally disadvantaged students. The program focused upon an identified group of 50-100 educationally disadvantaged pupils in each Title I secondary school (Lincoln, North, South, West, Fulton, Kosciuszko, Roosevelt, and Wells). Psychological, social work, and guidance services cooperated in a close team relationship with special learning center teachers to identify individual disadvantaged students, diagnose educational problems, and prescribe and implement educational plans. In addition, specialists in the areas of English, mathematics, science, and social studies served the learning center teams and continued to devise curricula for disadvantaged learners.

Conclusions regarding Fulton Learning Center effectiveness. This project met nineteen of twenty-three objectives and was given an evaluative rating of good, considering the problems which occur during a project's first year of operation. Performance levels for project objectives for 1971-1972 should be adjusted on the basis of this first year's findings.

Conclusions regarding Kosciuszko Learning Center effectiveness. Three of six objectives evaluated were accomplished in this project. The findings indicated that an evaluative rating of good be assigned to the project for its first year of operation. Performance levels for project objectives for 1971-1972 should be adjusted on the basis of this year's findings.

Conclusions regarding Lincoln Learning Center effectiveness. Three of seven objectives evaluated were met by this project. Consideration should be given to the fact that this was the first year of the project, the project was in a developmental stage, and the performance levels for the objectives were judgments and not based on previous data. An evaluative rating will be withheld until another year's operation has concluded. Performance levels for the 1971-1972 objectives should be adjusted on the basis of this year's findings.

Conclusions regarding Roosevelt Learning Center effectiveness. Five of eighteen objectives evaluated were accomplished in this project. Consideration should be given to the fact that this was the first year of the project, the project was in its developmental stages, and the performance levels for the objectives were judgments and not based on previous data. An evaluative rating will be withheld until another year's operation has concluded. Performance levels for the 1971-1972 objectives should be adjusted on the basis of this year's findings.

Conclusions regarding South Division Learning Center effectiveness. The project successfully accomplished three of its six objectives. Since this was the first year of the project and its developmental period, the findings indicated that an evaluative rating of good be assigned to the project. Performance levels for the 1971-1972 objectives should be modified in accordance with this year's findings.

Conclusions regarding Wells Learning Center effectiveness. Both objectives evaluated were not met. Consideration should be given to the fact that this was the first year of the project, the project was in the developmental stages, and the performance levels for the objectives were judgments and not based on previous data. An evaluative rating was withheld until another year's operation has concluded. Performance levels for the 1971-1972 objectives should be adjusted on the basis of this year's findings.

Conclusions regarding West Division Learning Center effectiveness. This project successfully met all three of the objectives evaluated. An evaluative rating of good was assigned to the project.

Conclusions regarding North Division Learning Center effectiveness. No evaluation was undertaken on this project since this project was still in the initial stages of development in June of 1971.

Supportive Services Projects

Conclusions concerning supportive service project effectiveness were based upon previous and current evaluation findings for fifteen projects: Elementary Guidance, Returnee Counselor, Clothing, Social Work, Psychological Services, Special Educational and Service Centers, Social Improvement, Field Trips, Mobile Laboratory, Naturalist, Diagnosis of Instructional Needs Through Primary Testing, Adapted Recreation for Handicapped Children, Pre-School Developmental Activity, Two Model Elementary Resource Centers, and Instructional Resources Supportive Service.

Elementary Guidance

Project process. Selected students in both public and non-public schools were referred to trained guidance specialists for intensive guidance and counseling. These counselors helped students to overcome personal problems, to improve their self-image, and to cultivate desirable attitudes. This service was provided to students enrolled in ESEA Title I projects in elementary schools.

Conclusions regarding project effectiveness. The project achieved all four of the objectives evaluated. This finding resulted in a rating of good as far as project outcomes were concerned. However, Title I principals and their kindergarten through four teaching staffs critiqued the project and stated that the project needed more organization. When asked to redistribute the present Title I resources in their schools, principals felt that Elementary Guidance was the most expendable project. On the basis of this finding, the project should be reviewed for changes in organizational structure to be proposed for the 1971-1972 academic year.

Returnee Counselor

Project process. Counselors in the four ESEA Title I high schools worked with boys and girls who have been returned from the state correctional institutions. These counselors not only worked closely with the students, but with classroom teachers, State probation and parole personnel, Division of Vocational Rehabilitation personnel, and four liaison teachers from the correctional institutions who had been assigned to the project.

Conclusions regarding project effectiveness. Neither of the two objectives evaluated were met. Since these objectives were not based upon the previous year's evaluation and since extenuating findings existed pertaining to the objectives, the Returnee Counselor Project was not given an evaluative rating.

Clothing

Project process. Articles of clothing were dispensed to pupils who were not attending school because their parents could not afford the clothing needed.

Conclusions regarding project effectiveness. One of three objectives was accomplished; however, one objective failed to be met by only one percentage point. This project was given a good evaluative rating since additional findings indicated that the majority of teachers questioned approved the value of the project.

Social Work

Project process. School social work served as a supportive professional service to the school staff, students, and parents. School social work endeavors were directed towards resolving and ameliorating social-personal problems that affected the students' academic progress and overall school adjustment. The span of school social work activity was extended into a liaison function and facility among the home, school, and community social-authoritative agencies. The assistants, under the direction of the social worker, allowed for the extension of social services that required less professional attention. The aides had many related duties that freed the social worker to focus on serious problem situations.

SI 13

Conclusions regarding project effectiveness. Only one of the six objectives evaluated were accomplished. However, three facts must be kept in mind: 1) the performance levels of the objectives were estimates and may have been set too high, 2) no previous year's data were available upon which to build more realistic objectives, and 3) Title I principals asked for an increase in social workers for their schools. This last fact in itself would imply that the project had a valuable effect in the Title I schools.

Psychological Services

Project process. This project provided intensive therapeutic services to children in areas of economic deprivation who have serious learning, emotional, or behavior problems. The major focus of the project was to provide individual and group therapy subsequent to a careful diagnostic study appropriate to the severity of the problem; therapeutic counseling or consultation were also provided to parents, teachers, and other specialists. An equally important facet of the project was the provision of facilitative therapy for children as a means of improving the learning process in the classroom. Sensory motor and perceptual training, behavior modification, and cognitive skills building were illustrative of facilitative therapy. Ancillary to the total project, supervised volunteer aides provided a one-to-one therapeutic relationship for identified children.

Conclusions regarding project effectiveness. On the basis of the general finding that over fifty percent of the classroom teachers were satisfied with their pupils' improvement as a result of this project, the Psychological Services Project would seem to be effective. Although this project had objectives, the objectives were of such a nature that each psychologist would

have to give pretests and posttests to each therapy student and turn these results over to an evaluator. For the current year, this task was administratively not practical.

Special Educational and Service Centers

Project process. Two centers have been established to provide a process for early identification and remediation of the educational needs and problems of the disadvantaged and handicapped. The centers provided continuing diagnostic and supportive services in a variety of specialized fields including guidance, reading, psychological services, speech, clinical education services, social work, medical services, and diagnostic instructional services. These centers drew primarily from the Title I area.

Conclusions regarding project effectiveness. Five of six objectives evaluated were accomplished. The Special Educational and Service Centers Project was given a good evaluative rating for improving upon last year's project outcomes.

Social Improvement

Project process. Non-professionals skilled in the areas of human and personal relations worked with inner city elementary and secondary school pupils on both an individual and group basis. Activities focused on common courtesy. A main goal of the project was student self-improvement leading to greater social acceptance.

Conclusions regarding project effectiveness. Two of three objectives evaluated were accomplished. However, the Social Improvement Project was perceived to be the least effective project in the Title I schools by the principals and K-4 staffs. A decrease in project staff was also suggested by the principals and K-4 staffs.

Field Trips

Project process. Funds were provided to Title I elementary schools, public and non-public, for the purpose of field trips which expanded the environment of the classroom into the community. These field trips concentrated on pupils in grades kindergarten through four and focused upon topics of study taking place in the classroom so that children could broaden their concepts.

Conclusions regarding project effectiveness. This project successfully met its only objective of providing field trips to Title I children.

Mobile Laboratory

Project process. This traveling classroom brought the world of conservation and science to the children in public and non-public schools. The 42' by 10' laboratory provided firsthand experiences for the children through the use of the science equipment, display themes, and the instruction of the teacher demonstrator. Communication skills were developed directly through the instruction provided in the laboratory and through the rich opportunities presented for follow-up to the individual classroom teacher.

Conclusions regarding project effectiveness. Four of five objectives evaluated were met. The Mobile Laboratory was given a good evaluative rating since it improved upon the previous year's project outcomes.

Naturalist

Project process. A naturalist service was offered to Title I funded public and non-public schools at three nature interpretive centers: Grant Park, Palmyra, and Hawthorn Glen. Upon a teacher's request, in grades one through four, a naturalist spent the morning, afternoon, or both at one of

the nature centers with the class, providing them with instruction which enhanced their understanding and appreciation of our natural environment. Through interpretation of the area resources and with emphasis on the subject matter in the curriculum geared to the grade level of the tour, the outing provided the children with an enriched understanding of their natural heritage. Manifold opportunities were presented to the teacher for follow-up in the classroom on communication skills instruction.

Conclusions regarding project effectiveness. Both objectives evaluated were accomplished. The Naturalist Project was given a good evaluative rating for improving upon baseline data collected from previous year's project outcomes.

Diagnosis of Instructional Needs Through Primary Testing

Project process. This service provided for special standardized achievement testing in the primary grades of Title I schools and for assistance in the use of such information in the identification and analysis of learning difficulties of individual pupils and groups. In addition, more specific analysis of instructional needs was maintained through the administration of special tests for particular Title I elementary academic projects existing in Title I schools. Emphasis was placed upon instructional need analysis for building behavioral objectives and curriculum appropriate for Title I schools.

Conclusions regarding project effectiveness. This project accomplished all objectives evaluated which meant that a good evaluative rating was given to the Diagnosis of Instructional Needs Through Primary Testing Project.

Adapted Recreation for Handicapped Children

Project process. Conducted by the Division of Municipal Recreation and Adult Education, this project provided year-round sheltered recreation and developmental activity programs for mentally, physically, and multiply handicapped children and young adults from 6 to 19 years of age. Participants come from public, parochial, and private schools. Individuals with severe disabilities who could not attend school were also served. Activities included sports, games, music, arts and crafts, swimming, field trips, dances, clubs, social events, and self-image building activities.

Conclusions regarding project effectiveness. The Adapted Recreation for Handicapped Children Project met three of four objectives evaluated. The project was given a good evaluative rating for improving upon results collected on similar youngsters in previous years.

Pre-School Developmental Activity

Project process. Conducted by the Division of Municipal Recreation and Adult Education, this project provided opportunities for participation and instruction in programs of increased stimuli and motivation that contributed to "whole child" improvement. The project served children, ages three years through seven years, who were mentally, physically, and multiply handicapped (neurological and sensory impairments).

Conclusions regarding project effectiveness. This project was not given an evaluative rating due to the insufficiency of evidence available for a decision regarding effectiveness to be made.

Two Model Elementary Resource Centers

Project process. Two Model Elementary School Instructional Resources Centers, supported by Title II, state, and local school board funds, were in operation in two elementary schools. Maintenance and distribution of the special equipment purchased under Title I was provided. An inservice workshop was presented to teachers and teacher aides of the two participating schools on the uses of the resource center and its materials. These workshops were on the following topics: 1) materials available in the school's instructional resource center; 2) techniques for producing materials; and 3) the instructional resource center and ways to use it. On the basis of these workshops, a teacher handbook on the uses of the resource center was compiled and distributed to the teachers of the two participating schools.

Conclusions regarding project effectiveness. All three objectives evaluated were accomplished. The content of these objectives and their accomplishment gave this project a good evaluative rating.

Instructional Resources Support Service

Project process. This project provided for the production, selection, and use of the most appropriate instructional materials for Title I sponsored activities. Through individual aid, bulletins, and other printed materials, and through a television-based inservice training workshop program, teachers and supervisors received assistance in selecting printed and audio-visual materials, in the production of special instructional materials, and in improving the use of printed and audio-visual materials and equipment in their projects. Maintenance and distribution of the special equipment purchased under Title I was provided.

Conclusions regarding project effectiveness. The Instructional Resources Project accomplished all the requests it received and therefore was given a good evaluative rating.

Non-Public School Services

Homes for Neglected and Delinquent Children

Project process. The nature of the children in residence at the homes for neglected and delinquent children qualified them for Title I programs. A variety of programs including art, recreation, industrial art, reading, and a special program for emotionally disturbed children had been developed in the "homes". These programs were designed to improve the outlook of the children toward their peers and the community-at-large in an effort to re-establish them as useful members of society.

Conclusions regarding project effectiveness. The eight homes, each with its own project, accomplished nineteen of twenty-four objectives. The total program, involving all eight homes, was given a good evaluative rating.

Title I Services to Non-Public Schools

Project process. During the 1970-1971 school year, communication concerning Title I was maintained directly with each non-public school by a Title I Program supervisor assigned to the Title I Office and by project supervisors of the respective projects deployed within each school. Operation of various projects followed the same procedures in non-public schools as in public schools.

Conclusions regarding project effectiveness. In general the non-public school administrators and teachers felt that the Title I projects operating

in their schools were effective and wanted these services continued during the 1971-1972 school year.

TITLE I ESEA EVALUATION

1970-1971

MILWAUKEE PUBLIC SCHOOLS
Milwaukee, Wisconsin

TABLE OF CONTENTS

	Page
LIST OF TABLES.	v
LIST OF FIGURES	vi
INTRODUCTION.	1
Previous Evaluation Strategies.	1
Present Evaluation Strategy	4
Section	
I. OVERVIEW OF TITLE I PROGRAM	6
Pupil Participation by Grade Level.	6
Title I Program Involvement	9
Program Effectiveness Related to Educational Needs.	11
II. PROJECT EVALUATION FINDINGS AND CONCLUSIONS	15
Elementary Academic Projects.	15
Language Development.	17
Reading Center.	33
Special Kindergarten.	45
English as a Second Language.	59
Secondary Academic Projects	65
Fulton Reading Center	67
Secondary Mathematics	73
Instrumental Music.	79
Secondary Learning Centers.	85
Fulton Junior High School	87
Kosciuszko Junior High School	103
Lincoln Junior-Senior High School	109
Roosevelt Junior High School.	115
South Division High School.	129
Wells Junior High School.	135
West Division High School	139
North Division High School (Not Evaluated).	

TABLE OF CONTENTS (Continued)

	Page
Supportive Services Projects.	143
Elementary Guidance	145
Returnee Counselor.	151
Clothing.	157
Social Work	163
Psychological Services.	169
Special Educational and Service Centers	177
Social Improvement.	185
Field Trips	191
Mobile Laboratory	195
Naturalist.	201
Diagnosis of Instructional Needs Through Primary Testing. .	205
Adapted Recreation for Handicapped Children	211
Pre-School Developmental Activity	217
Two Model Elementary Resource Centers	221
Instructional Resources Support Service	227
Non-Public School Services.	233
Homes for Neglected and Delinquent Children	233
Cedarcrest Girls Residence	235
St. Aemilian Child Care Center.	239
Jewish Family and Children's Service.	243
Lakeside Children's Center.	247
St. Charles Boys Home	251
St. Rose's Home for Girls	255
St. Joseph Home for Children.	259
Clinical Teacher.	259
Industrial Education.	263
Title I Services to Non-Public Schools.	267
EPILOGUE.	273

LIST OF TABLES

Table		Page
1.	Principal and Teaching Personnel Ratings of 1970-1971 Title I Projects.	13
2.	Principal and Teaching Personnel Desired Change in Distribution of Title I Resource Personnel for 1971-1972 from that for 1970-1971. .	14
3.	Comparison of English as a Second Language Achievement Proficiency Status of Project Pupils for 1969-1970 and 1970-1971 Academic Years	62
4.	Recidivist Record of Project Pupils Returning From Correctional Institutions.	154
5.	School Attendance Record of Returnee Counselor Project Pupils.	154
6.	Non-Public School Administrator Perception of Title I Program Effectiveness	272

v25

LIST OF FIGURES

Figure		Page
1.	Participation in Title I Program, Public Schools, April, 1971.	7
2.	Pupil Participation in Title I Program, Non-Public Schools, April, 1971.	8
3.	Title I Program Involvements, 1970-1971.	9
4.	Percentage of Pupils Participating in Multiple Projects, Public and Non-Public Schools.	10
5.	Percent of Elementary English as a Second Language Project Pupils Exhibiting Behaviors Which Suggest Positive Attitude for the 1970-1971 and 1969-1970 Project Years	63

26

INTRODUCTION

In the spring of 1965, Title I of the Elementary and Secondary Act was passed by Congress for the explicit purpose of educating children adversely affected by poverty and deprivation. During the previous five years of existence in Milwaukee, Title I resources have attempted to develop effective projects and services to meet the educational needs of individual disadvantaged learners in the kindergarten through twelfth grade sequence. Moreover, since 1968, the major educational concern of Title I projects has been the improvement of communication skills through the concentrated services of teachers in the areas of language development and reading supported by social work, guidance, and psychological specialists in grades kindergarten through four.

According to the requirements of the Elementary and Secondary Education Act of 1965, the state and federal governments must receive written information concerning the effectiveness of the Title I resources used by the local schools. To comply with these requirements, evaluation strategies have been initiated since the commencement of Title I funding.

Previous Evaluation Strategies

For the first year and one half, Title I project evaluations consisted primarily of analyses of gain scores from pre- and posttests for participating pupils only. This strategy proved to be insufficient since it left unanswered the question of whether or not it was the Title I project or the characteristics of project pupils or a combination of the two that contributed to any significant achievement gains. Furthermore, the statistically significant gains

may have lost their educational significance when compared to previous gains made by educationally disadvantaged children before Title I projects existed.

During the academic school year 1967-1968, the Title I evaluation attempted to compare the gains made by pupils in Title I projects with the gains made by similar pupils not in Title I projects. A limiting factor of this type of evaluation strategy was the equivocal comparability of pupils in special Title I projects with pupils in the usual school programs. As part of an effort to provide better comparability between project and comparison pupils, statistical procedures known as multiple regression and covariance were used to lessen the initial group differences between Title I pupils and non-Title I pupils on several school measures.

Randomization of pupils from the same population to project and control groups was lacking in this evaluation strategy. Thus an arbitrary lower limit was set on the analysis and interpretation of data created by multiple regression and covariance. At least 50 percent of the pupil test performance had to be accounted for by known variables such as IQ, grades, and attendance before any interpretation of the data was offered. On the basis of the 1967-1968 evaluation analysis, the conclusion was drawn that unknown variables were accounting for more of the pupil test performance than the identified variables used in the multiple regression and covariance model.

To lessen the amount of unaccounted variance in test performance, more expansive efforts were made in the 1968-1969 evaluation to identify the unknown variables which were accounting for pupil performance in the 1967-1968 academic year. This endeavor entailed the collection of more baseline variables than were gathered in 1967-1968 and involved the administration of pre-attitude scales and various pre-achievement subtests to all pupils in the sampled project and

comparison groups. As many as 19 baseline variables were identified and analyzed during that year's evaluation.

The efforts made in the 1968-1969 evaluation to identify the unknown variables which were accounting for pupil performance were partially successful. At least 50 percent of the pupil test performance was accounted for in many of the academic projects, this was not the case in many of the supportive service projects.

Therefore, during the 1969-1970 school year, academic projects were evaluated primarily through the use of pretest posttest comparison group evaluation designs and pretest posttest one group evaluation designs. The data for these designs were analyzed through multiple regression and covariance procedures and t-tests of related measures. Occasionally a project received a criterion-referenced evaluation since its objectives contained an achievement level which was to be mastered by the project pupils.

The supportive services were evaluated primarily through the case study approach. This approach attempted to give the reader a clearer understanding of the individualized objectives of these services, the means used to attain these objectives, and the final progress of the individual project pupil as perceived by a member of the project's professional staff.

The overall Title I Program was evaluated through the perceptions of school administrators and teachers operating at the project schools. However, the 1969-1970 evaluation intentionally focused on a project-by-project evaluation of pupil performance.

Present Evaluation Strategy

With the resurgence of the behavioral objective, Title I projects began to solidify their instructional processes by building performance objectives related to project goals. During this initial thrust toward specificity, evaluators compromised their need for control groups in order to assist curriculum specialists in the development of performance mastery levels appropriate for project pupils. The designation of performance objectives provided that necessary instructional direction sought by project teachers. Unfortunately for evaluation, the strategy of setting these objectives assumed that the meeting of specified performance level by project pupils was unquestionably and intrinsically very gratifying. The concern by educational decision makers as to the relevance of various curriculum objectives has been imminent. The very word itself, relevance, implies both relationship and meaningfulness. This year's project objectives were certainly related to project subject matter but did the attainment of performance objectives mean anything. To handle this perplexing problem, a comparison standard was sought so that the relevance of attaining certain objectives could be assessed. In place of control group evaluation, evaluators compared the performance of this year's project pupils with last year's project pupils whenever possible. On the basis of each year's evaluation findings, the objectives and their performance levels for next year's projects were revised and updated. This evaluation strategy and its feedback system was beneficial to project development and structure; however, it left a most important question unanswered, "Do eligible Title I pupils not receiving special ESEA treatment perform below or above or at the performance levels expected for pupils in Title I projects?" To answer

this question meant re-entering the political arena and negotiating for control group evaluation. Encouraging signs have arisen since some curriculum specialists have made known their need for knowledge of project value through control group evaluation. Two 1971-1972 projects have consented to identify a population of eligible children and assign those children to their project so that each eligible identified child has an equal chance of being in the project. The advent of such endeavors has been encouraging to the proper function evaluation should play in the development of valuable instructional processes.

SECTION I

OVERVIEW OF TITLE I PROGRAM

This section of the report presents a description of pupil participation and involvement in the Title I Program as well as the perceptions of school administrators and teaching personnel regarding the educational needs at their schools and the effectiveness of the Title I Program in meeting these needs.

Pupil Participation by Grade Level

The number of pupils who have participated in the Title I intensive service projects as of April, 1971, in the public and non-public schools are displayed in Figures 1 and 2. Projects referred to as intensive included Special Kindergarten, Language Development, Reading Center, English as a Second Language, Psychological Services, Elementary Guidance, Social Work, Special Education and Service Centers, Clothing, Secondary Learning Centers, Returnee Counselors, and Secondary Mathematics.

Unduplicated counts by grade level of pupils participating in the Social Improvement and Outdoor Education Projects were not included in Figures 1 and 2 since these projects involved such large numbers of pupils on a non-intensive basis that the time and effort involved in the collection of unduplicated counts would have been disproportionate to the value of the data.

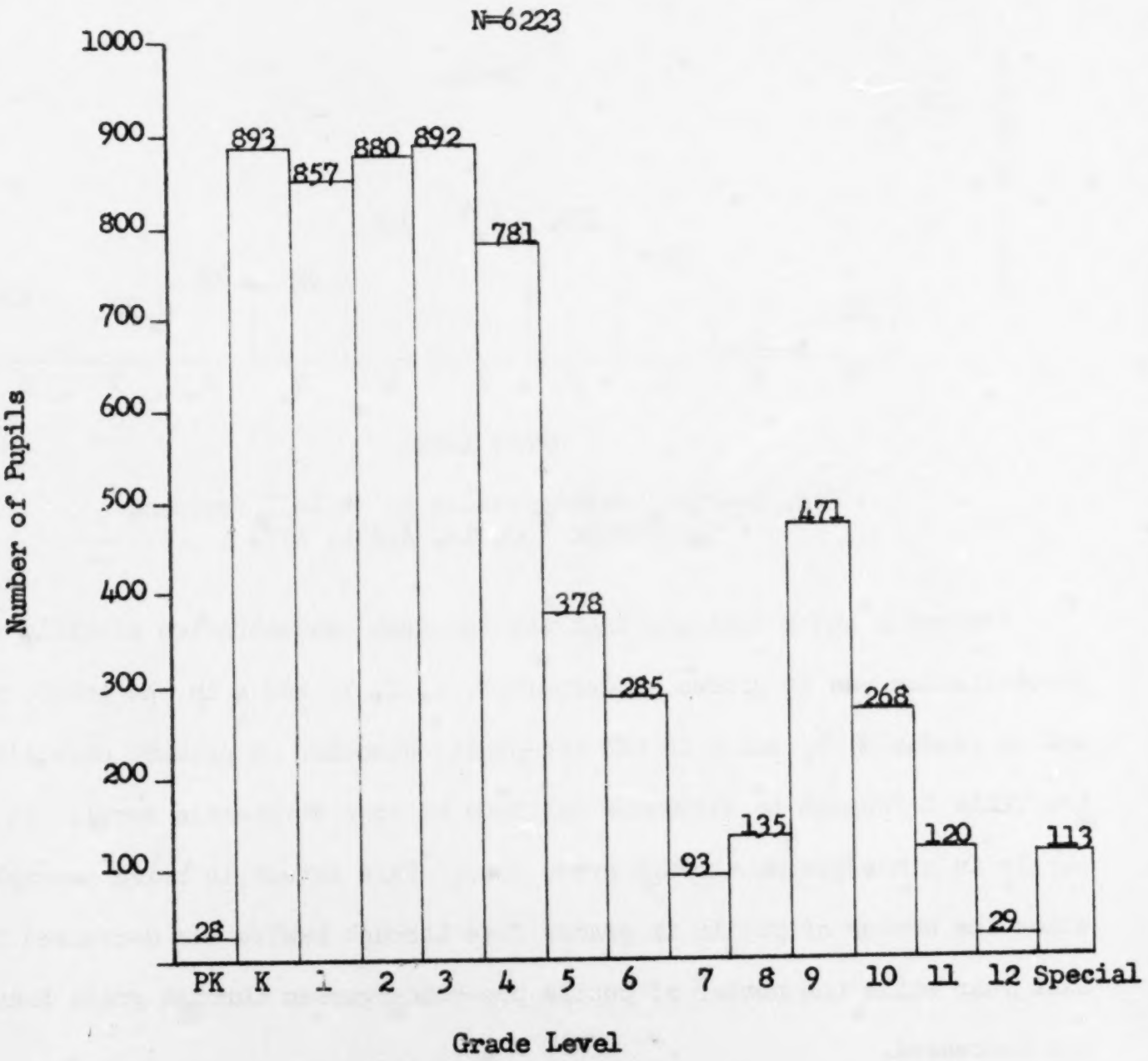

Fig. 1—Participation in Title I Program,
Public Schools, April, 1971

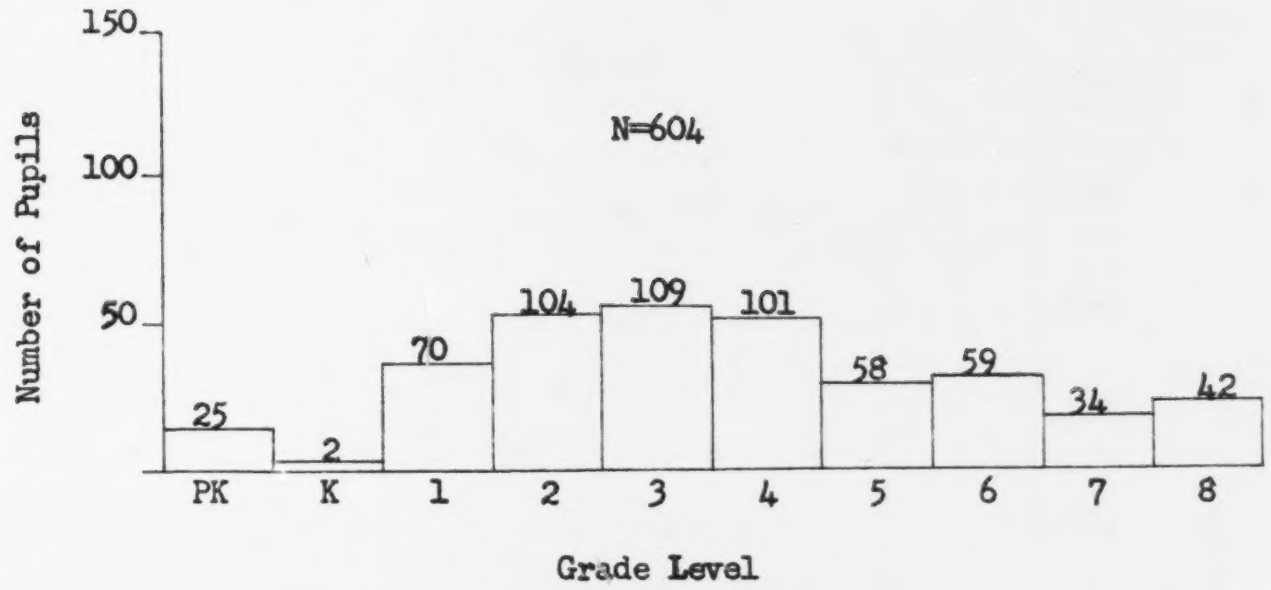

Fig. 2—Pupil Participation in Title I Program,
Non-Public Schools, April, 1971

Figures 1 and 2 indicate that the heaviest concentration of Title I pupil participation was in grades kindergarten, 1, 2, 3, and 4 in the public schools and in grades 2, 3, and 4 in the non-public schools. A primary direction of the Title I Program in Milwaukee has been to concentrate its service on pupils in kindergarten through grade four. This intent is being accomplished since the number of pupils in grades five through twelve has decreased from last year while the number of pupils pre-kindergarten through grade four has increased.

The ratio of public school Title I pupil participation to non-public school Title I participation was approximately 6223 to 604, or 10 to 1. As of September, 1970, the ratio of Title I public school enrollment to Title I non-public school enrollment was 30,043 to 2,524 or 15 to 1.

Title I Program Involvement

Title I projects were categorized into four broad categories:

1. Elementary Academic
2. Secondary Academic
3. Supportive Services
4. Residential Homes

Figure 3 illustrates the proportion of pupil involvement in the four categories. Mention should be made that:

1. A program involvement was defined as one pupil in one project. A given pupil accounts for as many program involvements as the number of projects in which he has participated.
2. Outdoor Education involvements (47,828) were not included since a given pupil was counted each time he participated in a field trip, etc.

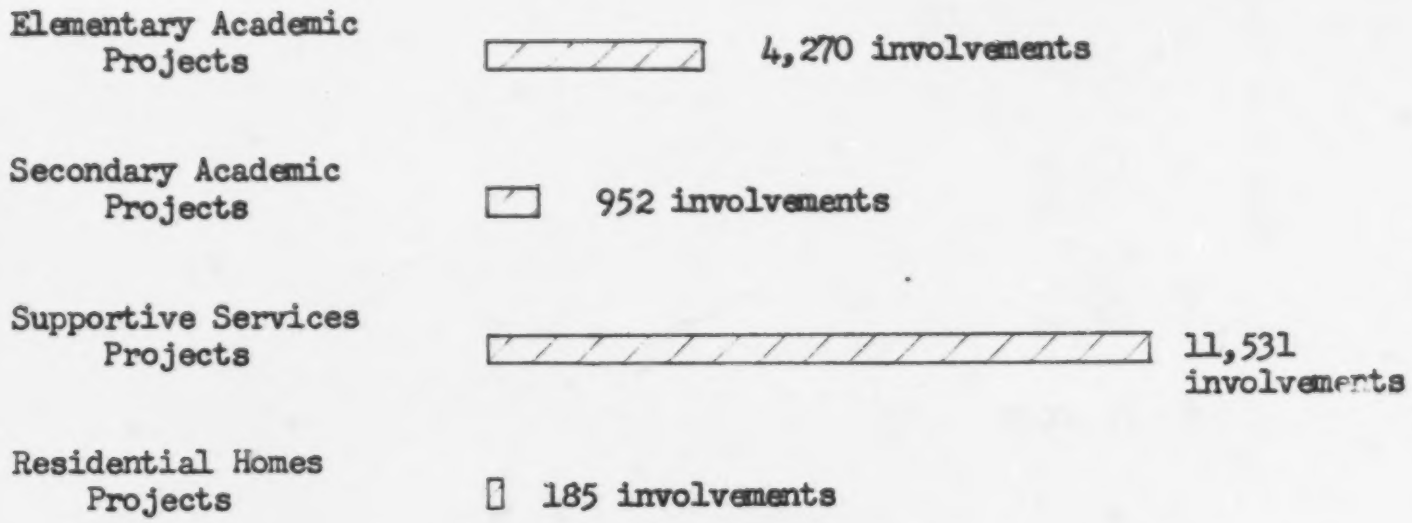

Fig. 3—Title I Program Pupil Involvements, 1970-1971

Since one aim of Title I has been to concentrate its services on the most disadvantaged pupils, data were collected to demonstrate the enactment of this goal through multiple project involvement for Title I participants. Figure 4 exhibits this duplication of involvement in projects for pupils in public elementary and secondary schools and in non-public schools. Participation in Outdoor Education and Social Improvement projects have not been included due to the disproportionately large number of pupils participating in these projects. Percentage totals may not equal 100% due to rounding.

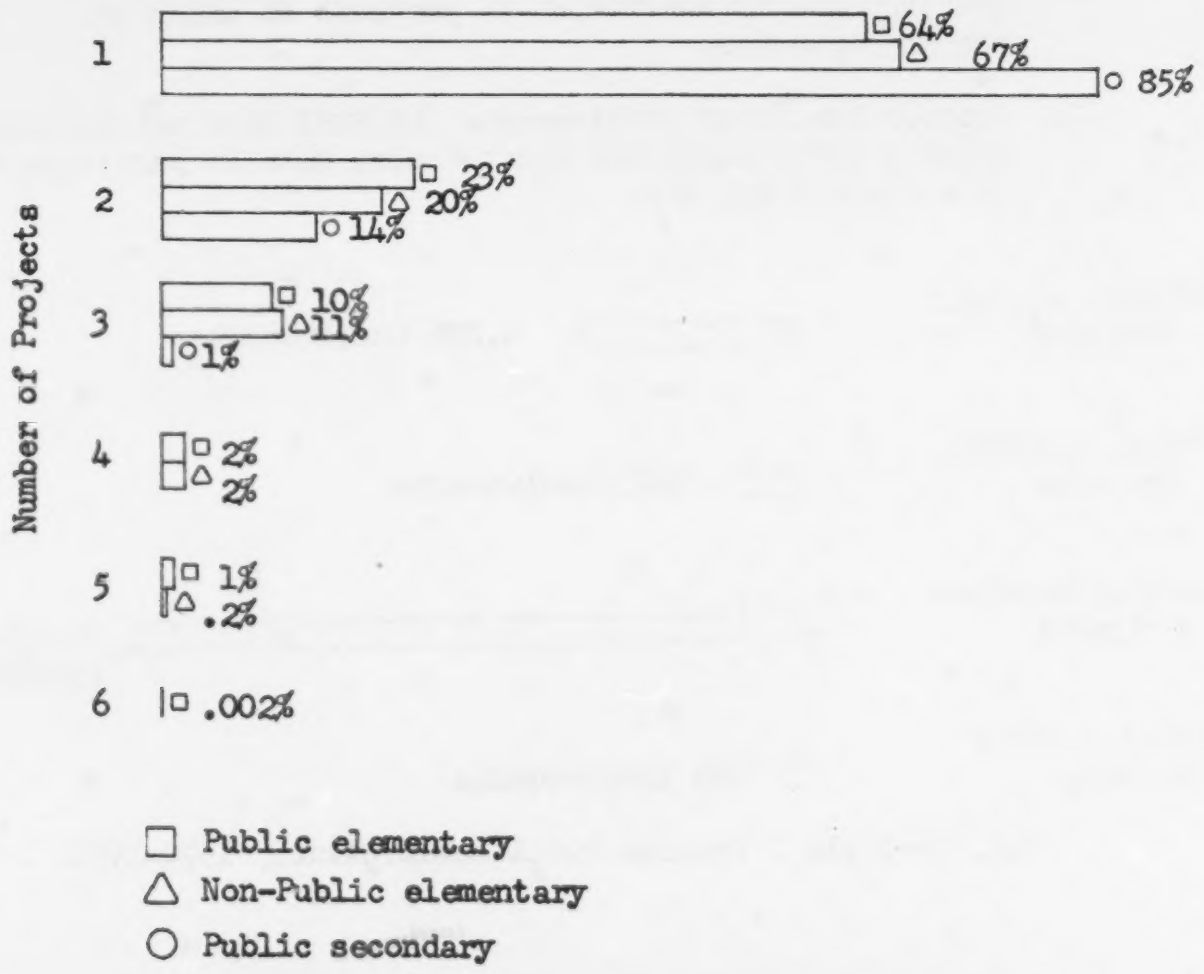

Fig. 4—Percentage of Pupils Participating in Multiple Projects, Public and Non-Public Schools

Figure 4 indicates that most Title I pupils at the elementary level, public (64%) and non-public (67%) and at the secondary level (85%) participated in only one project. However, the percentage of elementary pupils in both public and non-public schools who were in three projects increased approximately 10 percentage points over the 1969-1970 academic year.

Program Effectiveness Related to Educational Needs

As the figures on the preceding pages have demonstrated, the focus of Title I resources has been primarily on grades kindergarten through four. The changing characteristics of the pupil populations at the Title I elementary schools necessitates periodic need assessments and modifications in program format based on these assessments. In March, 1971, the principals and kindergarten through fourth grade teaching personnel of all Title I elementary schools were asked to list the top priority educational needs of the most disadvantaged pupils in grades kindergarten through four.

Twenty-five of twenty-seven school staffs returned the needs assessment survey. The ten most important educational needs of the kindergarten through fourth grade pupils in Title I schools have been listed below in order of priority.

1. Reading
2. Sociological Adjustment
3. Language Skills
4. Self-image
5. School Readiness
6. Psychological Adjustment
7. Home-School Relations
8. Motivation to Learn
9. Physical Welfare
10. Environmental Experience

The need for reading was the most frequent response and considered to be most important by the Title I principals and their K-4 staffs. Sociological adjustment ranked second and consisted of a number of categorical responses such as social adjustment, peer relations, adult relations, and acceptable school behavior. Language skills ranked third and represented responses such as language development, listening, language expression, oral and written expression, and communication skills. The categorical need of self-image represented such staff responses as self-concept, self-confidence, self-pride, and self-worth. School readiness was considered the fifth most important need and represented responses such as audio and visual discrimination, pre-school training, manipulative practice with educational materials, kindergarten readiness, and reading readiness. The category of psychological adjustment referred to responses such as emotional stability, psychological services, and group therapy. Home-school relations ranked seventh and referred to the communication and interaction between parent, teacher, pupil, and principal. Motivation to learn or to achieve was ranked eighth. Physical welfare, ranked ninth, was the category which referred to the pupils' health, safety, nutrition, physical protection, and recreation. The tenth categorical need of environmental experience referred to field trips and an awareness of and participation in a multifaceted environment.

The various Title I projects existing in the schools were rated relative to their effectiveness in satisfying the perceived needs of the Title I pupils. The results of this rating have been listed in Table 1.

TABLE 1

Principal and Teaching Personnel Ratings
of 1970-1971 Title I Projects

Project	Rank	Comment
Reading Center	1	Very Successful
Special Kindergarten	2	Very Successful
Social Work	3	Very Successful
Language Development	4	Somewhat Successful
English as a Second Language	5	Somewhat Successful
Psychological Services	6	Somewhat Successful
Elementary Guidance	7	Somewhat Successful
Social Improvement	8	Somewhat Successful

The projects listed above were rated on a three point scale. Reading Center received an average rating of 2.7, Special Kindergarten a 2.6, Social Work a 2.5, Language Development a 2.4, English as a Second Language a 2.3, Psychological Services a 2.0, Elementary Guidance a 2.0, and Social Improvement a 1.9.

Besides being asked to rate the relative effectiveness of Title I projects, the Title I principals and teaching personnel in grades kindergarten through four were asked to reallocate the Title I services available in their schools for 1971-1972, given that the total allocation of services remained the same as in 1970-1971. The results of this allocation have been listed in Table 2.

TABLE 2

Principal and Teaching Personnel Desired Change in Distribution of Title I Resource Personnel for 1971-1972 from that for 1970-1971

Project	Average Number of Personnel		
	Increase	Decrease	Net Increase
Psychological Services	4.7	.3	4.4
Special Kindergarten	2.5	1.0	1.5
Social Work	2.0	.8	1.2
Reading Center	2.0	1.0	1.0
Language Development	.9	.7	.2
Social Improvement	.5	1.1	- .6
Elementary Guidance	1.1	3.4	-2.3

A measure of the perceived value of each project was the amount of net increase desired for each project by the Title I school principals and teachers. The Psychological Services Project showed the largest net increase, while the Social Improvement and Elementary Guidance Projects showed a net decrease.

In May, 1971, educational needs assessment surveys were delivered to the parents of 1,917 children in grades kindergarten through four in the Title I schools. Thirty percent of this ten percent random sample of parents replied that the three major educational needs of their children were reading, arithmetic, and writing skills. A detailed report, entitled Diagnosis of K-4 Instructional Needs, will be available in fall, 1971, and will contain a complete analysis of needs by grade level based upon standardized tests, parent perceptions, and school personnel perceptions.

SECTION II

PROJECT EVALUATION FINDINGS AND CONCLUSIONS

Elementary Academic Projects

1. Language Development
2. Reading Center
3. Special Kindergarten
4. English as a Second Language

LANGUAGE DEVELOPMENT

GRADE LEVEL: Pre K-2

NUMBER OF PUPILS: 1,289

PROJECT BUDGET: $127,511.00

STAFF:
1 Administrator*
1 Supervising Teacher
21 Language Therapists**
1 Clerical

SCHOOLS INVOLVED:

Allen-Field	Kilbourn	Boniface Community
Auer	LaFollette	Leo Community
Berger	Lee	Michael Community
Brown	Lloyd	Urban Day Community
Clarke	MacDowell	
Elm	Meinecke	
Fifth	Ninth	
Forest Home	Palmer	
Fourth	Siefert	
Garfield	Twelfth	
Holmes	Twentieth	
Hopkins	Twenty-first	
	Vieau	

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded
**70% Funded by State Division for Handicapped Children

LANGUAGE DEVELOPMENT

... to increase verbal and conceptual ability through specialization of speech therapists functioning as language specialists ...

Population

Pre-school, kindergarten, and P1-P2 children who exhibited an oral language deficiency were selected for inclusion in the project. Prior to treatment, project therapists administered a speech articulation test as a screening device to all children in the project classes. Therapists consulted with the classroom teachers to ascertain which children were most handicapped by a lack of oral language ability.

Using teacher recommendations, results of the articulation tests, and their own subjective evaluation, therapists ranked the children in each class as to their verbal ability, highest to lowest. The top one-third of each class was then eliminated since it contained the most verbal pupils. The lower two-thirds thus became the population from which treatment groups were selected.

Two groups of eight P1-P2 children each or two groups of six pre-school or kindergarten children each were then selected from the list of pupils comprising the lower two-thirds of each class. One group received treatment during the first semester and the other during the second semester. Some children, who the therapist felt could profit from two semesters of treatment, were retained.

Description

Small groups of eight P1-P2 pupils met with project therapists for 45 minutes each day, four days a week, for 15 weeks.

The modified structured approach to oral language training, an adaptation of the Bereiter-Englemann method interacting with an experimental-enrichment approach, was used. Pupils received 20 minutes of structured pattern drill followed by 25 minutes of spontaneous and relaxed speech treatment. During the structured segment, question and answer techniques stressed sentence patterning, vocabulary building, classification, labeling, describing, relationships, opposites, and cognitive skills.

Small groups of six pre-school or kindergarten pupils met with project therapists for 30 minutes a day, four days a week for 15 weeks. The modified structured approach was also used with these children.

Objectives Evaluated

At the end of the project:

1. 50% of the kindergarten pupils in the project will score 8 of 16 points on the Listening subtest of the Metropolitan Readiness Tests.

2. 50% of the P1-P2 pupils in the project will score 25 of 50 points on the Listening subtest of the Cooperative Primary Test.

3. 50% of the kindergarten pupils in the project will show improvement in verbal ability as measured by verbal items on the MPS Language Development Test, items IV and XIIIb.

4. 50% of the P1-P2 pupils in the project will show improvement in verbal ability as measured by verbal items on the MPS Language Development Test, items IV and XIIIb.

5. 50% of kindergarten pupils participating in the project will be able to identify parts of the body by scoring 15 of 25 points on the Draw-A-Man section of the MPS Language Development Test, item XII.

6. 50% of P1-P2 pupils participating in the project will be able to identify parts of the body by scoring 20 of 25 points on the Draw-A-Man section of the MPS Language Development Test, item XII.

7. 50% of kindergarten pupils in the project will be able to copy or match 7 of 11 figures on the MPS Language Development Test, items V and VII.

8. 50% of P1-P2 pupils participating in the project will be able to copy or match 9 of 11 figures on the MPS Language Development Test, items V and VII.

9. 50% of kindergarten pupils in the project will be able to classify by shape, size, and use 8 of 15 objects on the MPS Language Development Test, items IV, X, and XI.

10. 50% of P1-P2 pupils in the project will be able to classify by shape, size, and use 9 of 15 objects on the MPS Language Development Test, items IV, X, and XI.

11. 50% of kindergarten pupils in the project will be able to identify directions such as left, right, next to, on top of, by scoring 8 of 8 points on skill items involving directions on the MPS Language Development Test, items III, VIII, and IX.

12. 50% of P1-P2 pupils in the project will be able to identify directions such as left, right, next to, on top of, by scoring 8 of 8 points on skill items involving direction on the MPS Language Development Test, items III, VIII, and IX.

13. 50% of the kindergarten pupils in the project will show improvement in verbal ability as perceived by classroom teachers when measured by a pupil rating scale.

14. 50% of the P1-P2 pupils in the project will show improvement in verbal ability as perceived by classroom teachers when measured by a pupil rating scale.

15. 50% of kindergarten pupils in the project will be able to repeat 15 of 20 auditory memory skill items on the MPS Language Development Test, item II.

16. 50% of P1-P2 pupils in the project will be able to repeat 16 of 20 auditory memory skill items on the MPS Language Development Test, item II.

Evaluation Procedures

Baseline data from the spring, 1970, Title I testing of project pupils at the kindergarten and P1-P2 level were used to set performance standards for pupils participating in the project during the second semester of the 1970-1971 school year. Scores from the Listening subtests of the Metropolitan Readiness Tests and Cooperative Primary Tests were obtained for kindergarten and P1-P2 project pupils, respectively.

In January, these two subtests were administered to a random sample of first semester project classes in order to obtain performance levels for pupils participating in the project during the first semester. Scores from the January testing were used to establish performance objectives for this group in the 1971-1972 school year. This was necessary since these pupils would be at a different level of maturation and would have had less kindergarten or P1-P2 exposure than those participating in the program during the spring semester.

Therefore, this report includes only spring semester participants. The 1971-1972 report will include an evaluation of the program during each of the two time blocks or semesters.

The Milwaukee Public Schools Language Development Test was administered to all participants each semester. This is a locally-devised instrument, measuring such skills as verbal ability; coping; matching; developmental maturity; classification of objects by shape, size, and use; directionality; and auditory memory.

Classroom teachers rated project pupils on seven oral language characteristics using a pupil rating scale, prior to and following the projects.

Parents of children, who participated in the Language Development Project, were asked to respond to a questionnaire concerning parental knowledge of the project and their perceptions of their children's oral language and listening ability.

Classroom teachers, whose pupils participated in the Language Development Project, were asked to respond to a questionnaire concerning pupil improvement, value of the project, and program strengths and weaknesses.

Previous Evaluation Findings

The Language Development Project in the Milwaukee Public Schools began in February, 1966. A pretest-posttest control group evaluation design used during this semester compared project and comparison groups on the Ammons Quick Test. The project group mean gain was greater than the comparison group mean gain, but the difference was not statistically significant.

The 1966-1967 formal evaluation utilized a Solomon four-group design to evaluate language achievement. One of two project groups achieved significantly higher on the Ammons Quick Test than both comparison groups.

The 1967-1968 formal evaluation compared project and comparison groups on measures such as the Ammons Quick Test, attendance, and teacher rating of pupil reading level. These post measures were adjusted by multiple regression and covariance for initial differences between the two groups in IQ and attendance. No significant differences were found between project and comparison groups on any of the criterion measures.

In 1968, the project was cited as one of twenty exemplary projects for the education of disadvantaged children in the United States by the American Institute for Research in the Behavioral Sciences.

The 1968-1969 formal evaluation considered a wider range of pupil achievement and attitudes than previous years' evaluations. A multiple regression analysis of first semester pupil achievement (using the Illinois Test of Psycholinguistic Abilities as the criterion measure--adjusting for initial group differences in IQ, attendance, Word Meaning and Listening subtests of the Metropolitan Readiness Tests) revealed no significant difference between project and comparison pupils in psycholinguistic ability. Another multiple regression and covariance analysis of second semester pupil attitudes toward school and self (using a locally-devised attitude scale as the criterion--adjusting for initial group differences in IQ and attitude toward self and school) revealed no significant difference between project and comparison groups. A third multiple regression and covariance analysis compared project and comparison groups on attendance, reading level, and the Listening and Word Analysis subtests of the Cooperative Primary Tests. The only significant

difference was in favor of the comparison group on teacher rating of reading level; however, the findings for this evaluation were somewhat equivocal since less than half of the pupil performance was accounted for by the adjusting variables.

The 1969-1970 formal evaluation compared kindergarten project and comparison groups on the Peabody Picture Vocabulary Test and classroom teacher ratings of verbal language ability. A multiple regression analysis using scores on these two as criterion measures--adjusting for initial group differences in sex, IQ, and scores on the pre-teacher rating and pre-Peabody Picture Vocabulary Test--revealed no significant differences between project and comparison kindergarteners. This was considered a positive finding. Since pupils showing the greatest disability were placed in the project, the lack of significant differences indicated that at the end of the project these pupils were performing as well as non-project pupils of lesser disability.

A comparison of three language development methods (modified structured, manipulative, and experimental-enrichment) by means of multiple regression and covariance analyses indicated that there was insufficient evidence to conclude that any of the three methods was more effective than either of the other methods in developing the oral language of disadvantaged first graders as measured by the Milwaukee Public Schools Language Development Test and the Ammons Quick Test. However, when the Reading subtest of the Cooperative Primary Tests was used as the criterion measure, a significant difference in favor of the manipulative method was revealed.

Each year, administrators, teachers, and parents have expressed very positive reactions toward the Language Development Project.

Current Evaluation Findings

Objective 1

50% of the kindergarten pupils in the project will score 8 of 16 points on the Listening subtest of the Metropolitan Readiness Tests.

Findings: 52% of the 210 kindergarten pupils tested in the project scored 8 of 16 points on the Listening subtest of the Metropolitan Readiness Tests.

Result: This objective was met.

Objective 2

50% of the P1-P2 pupils in the project will score 25 of 50 points on the Listening subtest of the Cooperative Primary Tests.

Findings: 69% of the 283 pupils tested in the project scored 25 of 50 points on the Listening subtest of the Cooperative Primary Tests.

Result: This objective was met.

Objective 3

50% of the kindergarten pupils in the project will show improvement in verbal ability as measured by verbal items on the MPS Language Development Test, items IV and XIIIb.

Findings: 96% of the 188 kindergarten pupils tested in the project improved in verbal ability as measured by verbal items on the MPS Language Development Test, items IV and XIIIb.

Result: This objective was met.

Objective 4

50% of the P1-P2 pupils in the project will show improvement in verbal ability as measured by verbal items on the MPS Language Development Test, items IV and XIIIb.

Findings: 97% of the 277 P1-P2 pupils tested in the project improved in verbal ability as measured by verbal items on the MPS Language Development Test, items IV and XIIIb.

Result: This objective was met.

Objective 5

50% of the kindergarten pupils participating in the project will be able to identify parts of the body by scoring 15 of 25 points on the Draw-A-Man section of the MPS Language Development Test, item XII.

Findings: 75% of the 188 kindergarten pupils tested in the project were able to identify parts of the body by scoring 15 of 25 points on the Draw-A-Man section of the MPS Language Development Test, item XII.

Result: This objective was met.

Objective 6

50% of the P1-P2 pupils participating in the project will be able to identify parts of the body by scoring 20 of 25 points on the Draw-A-Man section of the MPS Language Development Test, item XII.

Findings: 74% of the 277 P1-P2 pupils tested in the project were able to identify parts of the body by scoring 20 of 25 points on the Draw-A-Man section of the MPS Language Development Test, item XII.

Result: This objective was met.

Objective 7

50% of the kindergarten pupils in the project will be able to copy or match 7 of 11 figures on the MPS Language Development Test, items V and VII.

Findings: 70% of the 188 kindergarten pupils tested in the project were able to copy or match 7 of 11 figures on the MPS Language Development Test, items V and VII.

Result: This objective was met.

Objective 8

50% of the P1-P2 pupils participating in the project will be able to copy or match 9 of 11 figures on the MPS Language Development Test, items V and VII.

Findings: 73% of the 277 P1-P2 pupils tested in the project were able to copy or match 9 of 11 figures on the MPS Language Development Test, items V and VII.

Result: This objective was met.

Objective 9

50% of kindergarten pupils in the project will be able to classify by shape, size, and use 8 of 15 objects as presented on the MPS Language Development Test, items IV, X, and XI.

Findings: 93% of the 188 kindergarten pupils tested in the project were able to classify by shape, size, and use 8 of 15 objects as presented on the MPS Language Development Test, items IV, X, and XI.

Result: This objective was met.

---

02 51

Objective 10

50% of the P1-P2 pupils in the project will be able to classify by shape, size, and use 9 of 15 objects on the MPS Language Development Test, items IV, X, and XI.

Findings: 98% of the 277 P1-P2 pupils tested in the project were able to classify by shape, size, and use 9 of 15 objects on the MPS Language Development Test, items IV, X, and XI.

Result: This objective was met.

Objective 11

50% of the kindergarten pupils in the project were able to identify directions such as left, right, next to, on top of, by scoring 8 of 8 points on skill items involving directions on the MPS Language Development Test, items III, VIII, and IX.

Findings: 26% of the 188 kindergarten pupils tested in the project were able to identify directions such as left, right, next to, on top of, by scoring 8 of 8 points on skill items involving directions on the MPS Language Development Test, items III, VIII, and IX.

Result: This objective was not met.

Objective 12

50% of the P1-P2 pupils in the project will be able to identify directions such as left, right, next to, on top of, by scoring 8 of 8 points on skill items involving direction on the MPS Language Development Test, items III, VIII, and IX.

Findings: 39% of the 277 P1-P2 pupils tested in the project were able to identify directions such as left, right, next to, on top of, by scoring 8 of 8 points on skill items involving direction on the MPS Language Development Test, items III, VIII, and IX.

Result: This objective was not met.

Objective 13

50% of the kindergarten pupils in the project will show improvement in verbal ability as perceived by classroom teachers when measured by a pupil rating scale.

Findings: 70% of the 198 kindergarten pupils observed improved in verbal ability as perceived by classroom teachers when measured by a pupil rating scale.

Result: This objective was met.

Objective 14

50% of the P1-P2 pupils in the project will show improvement in verbal ability as perceived by classroom teachers when measured by a pupil rating scale.

Findings: 67% of the 243 P1-P2 pupils observed improved in verbal ability as perceived by classroom teachers when measured by a pupil rating scale.

Result: This objective was met.

Objective 15

50% of kindergarten pupils in the project will be able to repeat 15 of 20 auditory memory skill items on the MPS Language Development Test, item II.

Findings: 54% of the 188 kindergarten pupils tested in the project were able to repeat 15 of 20 auditory memory skill items on the MPS Language Development Test item II.

Result: This objective was met.

Objective 16

50% of P1-P2 pupils in the project will be able to repeat 16 of 20 auditory memory skill items on the MPS Language Development Test, item II.

Findings: 69% of the 277 P1-P2 pupils tested in the project were able to repeat 16 of 20 auditory memory skill items on the MPS Language Development Test, item II.

Result: This objective was met.

Parent Questionnaire

Questionnaires were returned by 162 of 295 parents of kindergarten project pupils and by 165 of 300 parents of P1-P2 project pupils. Of those kindergarten parents responding, 91% knew that their children were participating in the project and 78% felt that the project benefited their children very much. Eighty-one percent of the parents responded that their children listened better than at the beginning of the project, and 81% said their children spoke more after being in the project. Seventy-eight percent of the kindergarten parents said that they had received the Language Handbook for Parents and, of these, 98% felt that it had helped them in working with their children. Twenty-two percent of the parents reported that the language therapists had visited them in their homes.

Of those P1-P2 parents responding to the questionnaire, 95% knew that their children were participating in the project and 64% felt that the project benefited their children very much. Seventy-nine percent of the parents responded that their children listened better than at the beginning of the project, and 75% said their children spoke more after being in the project. Seventy-five percent of the P1-P2 parents said that they had received the Language Handbook for Parents and, of these, 99% felt that it had helped them

in working with their children. Seventeen percent of the P1-P2 parents reported that the language therapists had visited them in their homes.

Classroom Teacher Survey

Questionnaires were returned by 84 of the 91 classroom teachers. Ninety-three percent of the responses indicated that sufficient interaction existed between project therapists and classroom teachers. Ninety-five percent of the classroom teachers felt that the project had produced some or marked improvement in the areas of listening and speaking skills. Of the 56% of the classroom teachers, who had pupils who were retained for a second semester of language training, 96% felt that these children benefited by having two semesters of language training instead of one.

As strengths of the program, teachers selected greater opportunity for verbal involvement through small group instruction than in the regular classroom situation; flexible, relevant curriculum; excellent instructional material and equipment; development of self-confidence; development of reading readiness concepts; transfer of training from the small group to the classroom situation; structured approach to important language concepts which are often overlooked in the regular classroom; development of listening and speaking skills. Pupils were motivated to participate in classroom activities. The project provided an opportunity for closer communication between children and between children and an adult.

As weaknesses of the program, the responding classroom teachers said that groups should be more homogenous as to language needs; morning language training interfered with regular classroom routine and curriculum; the project should involve more children; and testing and screening time took too long.

Conclusions

The soundness of this project has been supported by the evidence available from formal evaluations made since the year 1966. The quality of the project has been cited by the American Institute for Research in the Behavioral Sciences, by parents of pupils in the project, and by classroom teachers of pupils in the project. Three indicators of success were found during the current year's evaluation: 11 of 16 objectives were accomplished, 78% of 327 parents felt the project benefited their youngsters, and 95% of 84 teachers perceived pupil improvement due to the work of the project therapists.

READING CENTER

GRADE LEVEL: 2-8

NUMBER OF PUPILS: 2,568

PROJECT BUDGET: $639,047.00

STAFF:
2 Supervising Teachers
52 Teachers
1 Clerical

SCHOOLS INVOLVED:

Allen-Field	Kilbourn	Bethlehem Lutheran
Auer	LaFollette	Boniface Community
Berger	Lee	Bruce-Guadalupe Community
Brown	Lloyd	Emmaus Lutheran
Clarke	MacDowell	Francis Community
Elm	Meinecke	Holy Ghost Lutheran
Fifth	Ninth	Leo Community
Forest Home	Palmer	Martin Luther King Community
Fourth	Siefert	Michael Community
Garfield	Twelfth	St. Stephen Lutheran
Holmes	Twentieth	Urban Day Community
Hopkins	Vieau	
	Walnut	

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

READING CENTER

... to provide additional service to children who are deficient in basic reading skills and to serve as a resource to school personnel in the area of reading ...

Population

Pupils in grades 2 through 8 who were achieving in the lower two-thirds of their class in reading, according to classroom teacher evaluation or standardized reading test scores, were eligible for reading center treatment. In addition, many of these children were perceived by teachers to have exhibited certain behavioral characteristics that might affect their reading achievement such as language deficiency; poor school attendance; disruptive, aggressive, or belligerent behavior; lethargic, disinterested, or inattentive behavior; and shyness or lack of self-confidence.

Services of the reading resource teacher were available to the faculty and administration of all the public project schools. Utilization of this service was on a voluntary basis on the part of the school staff.

Description

The Reading Center Project was divided into two components in the public project schools--Reading Center Teacher and Reading Resource Teacher. The non-public project school were served by the Reading Center component only.

Reading Centers provided intensive small group instruction in needed reading skills for daily periods of 30 minutes per group.

The major areas of reading instruction emphasized were pre-reading skills such as auditory and visual discrimination; word recognition skills such as context clues, sight vocabulary, and phonetic analysis; vocabulary development including use of the dictionary; comprehension skills including critical reading; study skills; and independent reading.

Reading Center teachers spent a minimum of 50% of their time providing individual or small group reading instruction. The remainder of their time was spent in serving as a resource person in the area of reading to classroom teachers, entire classes, and school administrators. Services performed included teaching of demonstration lessons, help with grouping of children within a class, special diagnositc or placement testing, suggesting and helping to obtain various instructional materials and audio-visual aids, conducting of staff inservice sessions on teaching techniques in the area of reading.

Objectives Evaluated

At the conclusion of the Reading Center Project:

1. 50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 4 of 7 items involving rhyming words on the Word Analysis subtest of the Cooperative Primary Tests, items 1-7.

2. 50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 5 of 8 items involving initial sounds on the Word Analysis subtest of the Cooperative Primary Tests, items 8-15.

3. 50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 3 of 6 items involving ending sounds on the Word Analysis subtest of the Cooperative Primary Tests, items 16-21.

4. 50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 2 of 6 items involving medial vowels on the Word Analysis subtest of the Cooperative Primary Tests, items 22-27.

5. 50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 2 of 3 items involving matching sight words on the Word Analysis subtest of the Cooperative Primary Tests, items 40-42.

6. 50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 2 of 3 items involving matching pictures with initial sounds on the Word Analysis subtest of the Cooperative Primary Tests, items 47-49.

7. 50% of the fourth grade pupils enrolled in the Reading Center will be able to answer correctly 15 of 50 items involving vocabulary on the Word Knowledge subtest of the Metropolitan Achievement Tests.

8. 50% of the fourth grade pupils enrolled in the Reading Center will be able to answer correctly 13 of 44 items involving comprehension on the Reading subtest of the Metropolitan Achievement Tests.

Evaluation Procedures

The Cooperative Primary Word Analysis subtest was administered to all second grade pupils in Title I schools in May, 1971, as part of the Title I

Special Primary Testing Project. Project pupils' scores on various reading skill items were tabulated in order to measure project objectives applicable at the second grade level. This subtest was also administered in January, 1971, to a sample of project pupils in order to provide information as to the group's progress toward meeting the project's objectives at the half-way point of project participation.

The Metropolitan Achievement Word Knowledge and Reading subtests were administered to a sample of fourth grade project participants in May, 1971. Pupil scores were tabulated in order to measure project objectives applicable at the fourth grade level. These subtests were also administered in January, 1971, to a sample of project pupils in order to provide information as to the group's progress toward meeting the project's objectives at the half-way point of project participation.

In May, 1971, the Word Knowledge, Word Discrimination, and Reading subtests of the Metropolitan Achievement Battery were administered to a sample of fourth grade project pupils. Baseline data from these subtests were used to establish performance levels for objectives in various reading skill areas to be used in the evaluation of the 1971-1972 Reading Center Project at the fourth grade level.

Reading resource teachers were asked to maintain a daily log of their resource activities during a one-week period in April. Information requested included type of activity, with or for whom, and type of media used. Resource teachers rated each activity for its effectiveness. In addition, they were asked to respond to a questionnaire concerning their involvement in the resource component and their perceptions of its strengths and weaknesses.

A random sample of classroom teachers, who had requested and received service from the reading resource teacher, were asked to evaluate by means of a questionnaire this service specifically and the resource component in general as to effectiveness, value to pupils and teachers, operation, strengths, weaknesses, and plans for future resource service.

Parents of a sample of second and fourth grade pupils, who participated in the Reading Center Teacher component of the project during the 1970-1971 school year, were asked to respond to a questionnaire concerning parental knowledge of the project and their perceptions of their children's reading ability as compared to that prior to project participation.

Previous Evaluation Findings

During the first semester of the project in spring, 1966, a pretest-posttest comparison group evaluation design was used to observe the reading achievement of project and comparison pupils on the California Reading Test. The project pupils averaged a five-month gain over a three and one-half month period as compared to the comparison pupils who gained an average of only one month over the same period. This difference between project and comparison groups was not statistically significant. A teacher rating scale found significant differences in favor of treatment pupils on scale items pertaining to eagerness to read, the use of basic reading skills, and the desire to learn through reading.

The 1966-1967 formal evaluation used a pretest-posttest one group evaluation design to study project pupil reading growth measured by the California Reading Test and the Wide Range Achievement Test. The project pupils showed achievement gains that were greater than what was normally expected for pupils

over a half year. Pupil attitudes toward school, self, and reading did not change significantly over this period of time.

The 1967-1968 formal evaluation compared project and comparison groups on their Metropolitan Reading Test scores. The reading scores for both groups were adjusted for initial group differences in IQ, attendance, conduct, and report card grades. No significant differences were found between project and comparison pupils in reading achievement.

In 1968 this project was one of 20 exemplary projects for the education of disadvantaged children in the United States cited by the American Institute for Research in the Behavioral Sciences.

The 1968-1969 formal evaluation utilized a pretest-posttest comparison group evaluation design to compare reading and vocabulary skills of project and comparison pupils. The criterion measures for the fourth and sixth grade pupils were the Vocabulary and Reading subtests of the Iowa Tests of Basic Skills. These test measures were adjusted for initial differences between project and comparison pupils in IQ, sex, age, and pretest Vocabulary and Reading subtest scores on the Iowa Tests of Basic Skills.

No significant differences were found between project and comparison pupils except at the fifth grade level where comparison pupils scored significantly higher than project pupils on the Vocabulary subtest of the Iowa Tests of Basic Skills. The reliability of these findings was lessened somewhat by the inability of the adjusting variables to account for more than half of the pupil test performance.

The 1969-1970 formal evaluation compared second grade project and comparison groups on the Word Analysis and Reading subtests of the Cooperative Primary Tests. Multiple regression and covariance analyses using scores on

these two subtests as criterion measures - adjusting for initial group differences in sex, IQ, pretest Word Analysis and Reading subtest scores, report card reading level grade, and age - revealed no significant differences between project and comparison second graders. This was considered to be a positive finding. Since pupils showing the greatest disability were placed in the project, a lack of significant difference indicated that at the end of the project these pupils were performing as well as non-project pupils of lesser disability.

A comparison was made of project effectiveness on four groups of second grade participants categorized by behavioral characteristics such as poor attendance, disruptive or aggressive behavior, inattentive or disinterested behavior, and shyness or lack of self-confidence. Again scores on the Word Analysis and Reading subtests of the Cooperative Primary Tests were used as criterion measures in multiple regression and covariance analyses. Adjustments were made for initial group differences on variables such as sex, IQ, pretest scores on the Word Analysis and Reading subtests, report card reading level grade, and age. There was insufficient evidence to state that any group did significantly better than another behaviorally categorized group receiving reading center treatment.

As in the case of the second grade pupil analyses, fourth grade project and comparison groups did not differ significantly when Word Knowledge and Reading subtest scores of the Metropolitan Achievement Tests were used as criterion measures in multiple regression and covariance analyses. Adjustments were made for initial group differences in sex, IQ, pretest scores on the Vocabulary and Reading subtests of the Iowa Tests of Basic Skills, reading report card grade, and age. This was considered a positive finding since project

pupils at the end of treatment were performing as well as non-project pupils of lesser reading disability.

Of the 46 Reading Center teachers, who had attended monthly inservice training sessions in preparation for their part-time role as reading resource teachers during the 1970-1971 school year, 90% rated these sessions as good in terms of organization and 83% said the sessions were good in terms of content.

Current Evaluation Findings

Objective 1

50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 4 of 7 items involving rhyming words on the Word Analysis subtest of the Cooperative Primary Tests, items 1-7.

Findings: 63% of the 221 middle primary pupils tested in the Reading Center answered correctly 4 of 7 items involving rhyming words on the Word Analysis subtest of the Cooperative Primary Tests, items 1-7.

Result: This objective was met.

Objective 2

50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 5 of 8 items involving initial sounds on the Word Analysis subtest of the Cooperative Primary Tests, items 8-15.

Findings: 56% of the middle primary pupils tested in the Reading Center answered correctly 5 of 8 items involving initial sounds on the Word Analysis subtest of the Cooperative Primary Tests, items 8-15.

Result: This objective was met.

Objective 3

50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 3 of 6 items involving ending sounds on the Word Analysis subtest of the Cooperative Primary Tests, items 16-21.

Findings: 64% of the 221 middle primary pupils tested in the Reading Center answered correctly 3 of 6 items involving ending sounds on the Word Analysis subtest of the Cooperative Primary Tests, items 16-21.

Result: This objective was met.

Objective 4

50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 2 of 6 items involving medial vowels on the Word Analysis subtest of the Cooperative Primary Tests, items 22-27.

Findings: 84% of the 221 middle primary pupils tested in the Reading Center answered correctly 2 of 6 items involving medial vowels on the Word Analysis subtest of the Cooperative Primary Tests, items 22-27.

Result: This objective was met.

Objective 5

50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 2 of 3 items involving matching sight words on the Word Analysis subtest of the Cooperative Primary Tests, items 40-42.

Findings: 74% of the 221 middle primary pupils tested in the Reading Center answered correctly 2 of 3 items involving matching sight words on the Word Analysis subtest of the Cooperative Primary Tests, items 40-42.

Result: This objective was met.

Objective 6

50% of the middle primary pupils enrolled in the Reading Center will be able to answer correctly 2 of 3 items involving matching pictures with initial sounds on the Word Analysis subtest of the Cooperative Primary Tests, items 47-49.

Findings: 63% of the 221 middle primary pupils tested in the Reading Center answered correctly 2 of 3 items involving matching pictures with initial sounds on the Word Analysis subtest of the Cooperative Primary Tests, items 47-49.

Result: This objective was met.

Objective 7

50% of the fourth grade pupils enrolled in the Reading Center will be able to answer correctly 15 of 50 items involving vocabulary on the Word Knowledge subtest of the Metropolitan Achievement Tests.

Findings: 37% of the 98 fourth grade pupils tested in the Reading Center answered correctly 15 of 50 items involving vocabulary on the Word Knowledge subtest of the Metropolitan Achievement Tests.

Result: This objective was not met.

Objective 8

50% of the fourth grade pupils enrolled in the Reading Center will be able to answer correctly 13 of 44 items involving comprehension on the Reading subtest of the Metropolitan Achievement Tests.

Findings: 50% of the 98 fourth grade pupils tested in the Reading Center answered correctly 13 of 44 items involving comprehension on the Reading subtest of the Metropolitan Achievement Tests.

Result: This objective was met.

Classroom Teacher Questionnaire

Eighty-one percent of a random sample of 128 classroom teachers, who had requested and received service from the reading resource teacher, evaluated this service specifically and the resource component in general. Eighty-three percent of the responding teachers rated the service given to them and their pupils as effective, and sixty percent planned to involve the reading resource teacher to a greater degree next year.

The strengths of the project were the availability of a reading specialist and materials, the coordination of reading instruction, and the consistency of testing and diagnosis provided. Classroom teachers suggested that there be more classroom visitations and more in-school time for planning and feedback.

Parent Questionnaire

Questionnaires were returned by 138 of 239 parents of second grade project pupils (58%) and by 112 of 184 parents of fourth grade project pupils (61%). Of those second grade parents responding, 89% knew that their children were participating in the project; and 87% felt that the project had helped their children very much. Eighty-five percent said that their children read better than at the beginning of the project, and 59% responded that their children now read more at home than before the project began.

Of the fourth grade parents responding to the questionnaire, 94% knew that their children were participating in the project; and 73% felt that the project had helped their children very much. Eighty-two percent responded that their children read better than at the beginning of the project, and 51% said that their children now read more at home.

Reading Resource Teacher Questionnaire

Most of the resource teachers reported that 50% of their time was allocated as reading center teacher and 50% as resource teacher. This was felt to be an ideal allocation of time. Strengths of the project listed by the resource teachers included the promotion of a team idea in the teaching of reading, the assistance given to teachers in making them aware of new materials and methods for teaching reading, and the overall view of reading problems in the total school. The previous weaknesses listed were the lack of released time for planning conferences with teachers, the need for better definition of role so that "odd" jobs were not assigned, and the need for better dissemination of what the resource teacher could offer the classroom teacher.

Conclusions

The Reading Center Project improved this year's instructional outcomes by accomplishing seven of eight objectives whose performance levels were based on last year's instructional outcomes. This year and in previous years, the project has been one of twenty exemplary projects for the education of disadvantaged pupils cited by the American Institute for Research in the Behavioral Sciences. An evaluation rating of good was assigned to the project on the basis of instructional improvement as well as the favorable ratings given by parents, classroom teachers, and school administrators.

SPECIAL KINDERGARTEN

GRADE LEVEL: Kindergarten

NUMBER OF PUPILS: 317

PROJECT BUDGET: $183,068.00

STAFF:
1 Kindergarten Specialist*
14 Teachers**
14 Teacher Aides

SCHOOLS INVOLVED:

Auer Avenue
Brown
Forest Home
Garfield
Holmes
Kilbourn
Lee
Lloyd
MacDowell
Ninth
Siefert
Twentieth
Vieau

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded
**50% Board Funded

SPECIAL KINDERGARTEN

... to sustain the gains made in the Head Start Program and insure continuity of learning ...

Population

Special Kindergarten children were five years of age on or before November 1, 1970. These children came from homes where poverty conditions existed. The classes included a large amount of former Head Start enrollees and those children who have not had an opportunity to enroll in the Head Start Program.

Description

The Special Kindergarten Project was a full day project which included a hot lunch and a nap. Children were involved in individual and group activities, work-play periods, field trips, and outdoor activities. The supportive services personnel associated with the project were speech therapists, psychologists, nutritionist, social workers, and medical personnel.

The major goals of the Special Kindergarten Project were to improve pupil achievement and behavior by focusing on oral expression, motivation to achieve, and social awareness. The teachers concentrated on helping the children become acquainted with the person, places, and things in their school environment and attempted to develop the understanding of roles, locations, and uses of materials related to the school environment. Specific activities included the following: 1) Painting, crayoning, cutting, pasting, working with wood, water play and sand play, solving puzzles, manipulating form boards, building and playing with blocks and toys. 2) Carrying on informal conversation, reading and telling stories, watching film strips, acting out stories, and using the Peabody Kit. 3) Performing rhythmic movement to music, performing physical recreation activities, practicing simple table manners, etc.

Objectives Evaluated

After an academic year in the project:

1. 75% of the Special Kindergarten children will be able to name six out of twelve persons in Category A* at the end of the school year.

2. 98% of the Special Kindergarten children will be able to say their first and last name.

3. 95% of the Special Kindergarten children will address the teacher and teacher aide by name.

4. 65% of the Special Kindergarten children will be able to define orally the function of eight out of twelve roles in Category A*at the end of the school year.

5. 75% of the Special Kindergarten children will be able to name and find ten out of fourteen areas in Category B* at the end of the school year.

6. 99% of the Special Kindergarten children will be able to find the kindergarten room and their playground area.

7. 60% of the Special Kindergarten children will be able to define orally the function of ten out of fourteen places in Category B*.

8. 75% of the Special Kindergarten children will be able to name 49 out of 49 items in Category C*.

9. 50% of the Special Kindergarten children will be able to define orally the function of 20 out of 49 items.

10. 65% of the Special Kindergarten children will be able to select specific colors, control the amount of paint on the brush, fill some areas of large paper selectively, and present ideas pictorically.

11. 75% of the Special Kindergarten children will hold the scissors in good cutting position, hold the paper securely, and control the direction of free cutting.

12. 75% of the Special Kindergarten children will select the items for clay work (smock, oilcloth, board and accessories), select the amount of clay needed, and work the clay to shape representative forms.

---

*Items in categories A, B, and C appear on page 49.

13. 70% of the Special Kindergarten children will choose the kind of block that fits building plans, use appropriate accessories, share ideas and play with fellow builders, and put back blocks on the proper shelf by matching size and shape.

14. 85% of the Special Kindergarten children will go to the manipulative center, select one item to use individually or with a friend, follow initial directions for proper handling, and return materials to their proper place.

15. 50% of the children will answer correctly at least six out of sixteen items as measured by the Metropolitan Readiness Tests, Word Meaning subtest.

16. 50% of the children will answer correctly nine out of sixteen items as measured by the Metropolitan Readiness Tests, Listening subtest.

17. 50% of the children will answer correctly nine out of fourteen items as measured by the Metropolitan Readiness Tests, Matching subtest.

18. 50% of the children will answer correctly nine out of twenty-six items as measured by the Metropolitan Readiness Tests, Numbers subtest.

19. 50% of the children will answer correctly five out of sixteen items as measured by the Metropolitan Readiness Tests, Alphabet subtest.

20. 50% of the children will answer correctly three out of fourteen items as measured by the Metropolitan Readiness Tests, Copying subtest.

21. 90% of the children will be able to name 20 out of 30 body parts in Category D* at the end of the school year.

22. 75% of the children will be able to define orally the function of 15 out of 30 items in Category D*at the end of the school year.

23. 50% of the Special Kindergarten children will attain a Perceptual-Motor IQ score of 96 or better on the Vane Kindergarten Test given in May.

24. 50% of the Special Kindergarten children will attain a Man IQ score of 105 or better on the Vane Kindergarten Test given in May.

25. 75% of the children will be rated average or above on a locally devised social-emotional behavior rating scale.

Category A

Persons

Child — First and Last Name
Teacher — Name
Teacher Aide — Name
Principal
Secretary
Engineer
Crossing Guard
Parent
Nurse
Social Worker
Cook
Psychologist

Category B

Places

Kindergarten Room
Cloakroom — Coat Hooks
Lavatory
Hallways
School Offices
Entrance and Exit
Playground
Housekeeping Corner
Science Corner
Book Corner
Lunchroom
Kitchen
Library

Category C

Things

Light Switch
Window Shade
Desk
Cupboard
Bulletin Board
Window — Window Sill
Chest of Drawers
Ironing Board
Tea Kettle
Strainer
Pots
Pans

Aquarium
Flannel Board
Pegs — Pegboards
Puzzle — Puzzle Rack
Clay — Clay Pail
Paint — Paper
Brush — Brush Handle
Yarn — String
Paste
Scissors
Hollow Blocks
Unit Blocks
Waste Paper Basket
Broom — Dustpan

Walking Board
Rocking Boat
Rail Fence
Balance Beam
Tricycle
Scooter
Jump Rope
Balls
Walking Cans
Easel
Flag
Games

Category D

Body Parts

Head	Eyebrows	Shoulder	Palm	Spine
Eyes	Eyelashes	Arm	Chest	Shin
Ears	Tongue	Elbow	Back	Knee
Nose	Eyelids	Hand	Thigh	Ankle
Mouth	Neck	Waist	Hip	Heel
Chin	Collar Bone	Fingers	Leg	Toe

Evaluation Procedures

A comparison of student achievement to stated behavioral objectives was used to determine project success. Each objective was stated in terms of pupil terminal behavior, and the total pupil population was used to determine if the objectives had been met. Teachers were given a class record book in order to obtain a record of each child's development. The record books were tabulated in January, at the end of the first semester, to determine group progress at this point and to establish enabling objectives for next year's project. The record books were tabulated at the completion of the project to determine whether the objectives had been obtained.

Previous Evaluation Findings

The 1968-1969 formal evaluation centered around pupil growth in IQ and ratings of the project by parents, administrators, and teachers. Pupils in the Special Kindergarten project had higher IQ scores than did regular kindergarten pupils when measured by the Pintner-Cunningham Primary Test. However, former Head Start pupils in Special Kindergarten did not score significantly higher than former Head Start pupils in regular kindergarten when measured by the same test.

Administrators, parents, and teachers expressed favorable responses toward the value of the project in preparing pupils for school.

The 1969-1970 formal evaluation found that Special Kindergarten pupils scored significantly better than similar pupils enrolled in regular kindergarten in the areas of perception, cognition, listening, and expression as measured by the Anton Brenner Developmental Gestalt Test of School Readiness. During this year, teachers rated pupils as average or above on social-emotional

behavior and self-confidence scales, and parents perceived the project to be a valuable means to develop pupil readiness for school.

The 1969-1970 summer school evaluation attempted to establish baseline data for the behavioral objectives used in this current report.

Current Evaluation Findings

Objective 1

75% of the Special Kindergarten children will be able to name six out of twelve persons in Category A at the end of the school year.

Findings: 82% of the pupil population were able to name six out of twelve persons in Category A at the end of the school year.

Result: The objective was met.

Objective 2

98% of the Special Kindergarten children will be able to say their first and last name.

Findings: 98% of the pupil population were able to say their first and last name.

Result: The objective was met.

Objective 3

95% of the Special Kindergarten children will address the teacher and teacher aide by name.

Findings: 95% of the pupil population were able to address the teacher and teacher aide by name.

Result: The objective was met.

Objective 4

65% of the Special Kindergarten children will be able to define orally the function of eight out of twelve roles in Category A at the end of the school year.

Findings: 75% of the pupil population were able to define orally the function of eight out of twelve roles in Category A at the end of the school year.

Result: The objective was met.

Objective 5

75% of the Special Kindergarten children will be able to name and find ten out of fourteen areas in Category B at the end of the school year.

Findings: 91% of the pupil population were able to name and find ten out of fourteen areas in Category B at the end of the school year.

Result: The objective was met.

Objective 6

99% of the Special Kindergarten children will be able to find the kindergarten room and their playground area.

Findings: 99% of the pupil population were able to find the kindergarten room and their playground area.

Result: The objective was met.

Objective 7

60% of the Special Kindergarten children will be able to define orally the function of ten out of fourteen places in Category B.

Findings: 87% of the pupil population were able to define orally the function of ten out of fourteen places in Category B.

Result: The objective was met.

Objective 8

75% of the Special Kindergarten children will be able to name 49 out of 49 items in Category C.

Findings: 12% of the pupil population were able to name 49 out of 49 items in Category C.

Result: The objective was not met.

Objective 9

50% of the Special Kindergarten children will be able to define orally the function of 20 out of 49 items.

Findings: 90% of the pupil population were able to define orally the function of 20 out of 49 items.

Result: The objective was met.

Objective 10

65% of the Special Kindergarten children will be able to select specific colors, control the amount of paint on the brush, fill some areas of large paper selectively, and present ideas pictorically.

Findings: 60% of the pupil population were able to select specific colors, control the amount of paint on the brush, fill some areas of large paper selectively, and present ideas pictorically.

Result: The objective was not met.

Objective 11

75% of the Special Kindergarten children will hold the scissors in good cutting position, hold the paper securely, and control the direction of free cutting.

Findings: 82% of the pupil population were able to hold the scissors in good cutting position, hold the paper securely, and control the direction of free cutting.

Result: The objective was met.

Objective 12

75% of the Special Kindergarten children will select the items for clay work (smock, oilcloth, board and accessories), select the amount of clay needed, and work the clay to shape representative forms.

Findings: 50% of the pupil population were able to select the items for clay work (smock, oilcloth, board and accessories), select the amount of clay needed, and work the clay to shape representative forms.

Result: The objective was not met.

Objective 13

70% of the Special Kindergarten children will choose the kind of block that fits building plans, use appropriate accessories, share ideas and play with fellow builders, and put back blocks on the proper shelf by matching size and shape.

Findings: 54% of the pupil population were able to choose the kind of block that fits building plans, use appropriate accessories, share ideas and play with fellow builders, and put back blocks on the proper shelf by matching size and shape.

Result: The objective was not met.

Objective 14

85% of the Special Kindergarten children will go to the manipulative center, select one item to use individually or with a friend, follow initial directions for proper handling, and return materials to its place.

Findings: 83% of the pupil population were able to go to the manipulative center and select one item to use individually or with a friend, follow initial directions for proper handling, and return materials to its place.

Result: The objective was not met.

Objective 15

50% of the children will answer correctly at least six out of sixteen items as measured by the Metropolitan Readiness Tests, Word Meaning subtest.

Findings: 82% of the pupil population were able to answer correctly at least six out of sixteen items as measured by the Metropolitan Readiness Tests, Word Meaning subtest.

Result: The objective was met.

Objective 16

50% of the children will answer correctly nine out of sixteen items as measured by the Metropolitan Readiness Tests, Listening subtest.

Findings: 68% of the pupil population were able to answer correctly nine out of sixteen items as measured by the Metropolitan Readiness Tests, Listening subtests.

Result: The objective was met.

Objective 17

50% of the children will answer correctly nine out of fourteen items as measured by the Metropolitan Readiness Tests, Matching subtest.

Findings: 40% of the pupil population were able to answer correctly nine out of fourteen items as measured by the Metropolitan Readiness Tests, Matching subtest.

Result: The objective was not met.

Objective 18

50% of the children will answer correctly nine out of twenty-six items as measured by the Metropolitan Readiness Tests, Numbers subtest.

Findings: 73% of the pupil population were able to answer correctly nine out of twenty-six items as measured by the Metropolitan Readiness Tests, Numbers subtest.

Result: The objective was met.

Objective 19

50% of the children will answer correctly five out of sixteen items as measured by the Metropolitan Readiness Tests, Alphabet subtest.

Findings: 89% of the pupil population were able to answer correctly five out of sixteen items as measured by the Metropolitan Readiness Tests, Alphabet subtest.

Result: The objective was met.

Objective 20

50% of the children will answer correctly three out of fourteen items as measured by the Metropolitan Readiness Tests, Copying subtest.

Findings: 78% of the pupil population were able to answer correctly three out of fourteen items as measured by the Metropolitan Readiness Tests, Copying subtest.

Result: The objective was met.

Objective 21

90% of the children will be able to name 20 out of 30 body parts in Category D at the end of the school year.

Findings: 91% of the children were able to name 20 out of 30 body parts in Category D at the end of the school year.

Result: The objective was met.

Objective 22

75% of the children will be able to define orally the function of 15 out of 30 items in Category D at the end of the school year.

Findings: 79% of the children were able to define orally the function of 15 out of 30 items in Category D at the end of the school year.

Result: The objective was met.

Objective 23

50% of the Special Kindergarten children will attain a Perceptual-Motor IQ score of 96 or better on the Vane Kindergarten Test given in May.

Findings: 64% of the Special Kindergarten children were able to attain a Perceptual-Motor IQ score of 96 or better on the Vane Kindergarten Test given in May.

Result: The objective was met.

Objective 24

50% of the Special Kindergarten children will attain a Man IQ score of 105 or better on the Vane Kindergarten Test given in May.

Findings: 60% of the Special Kindergarten children were able to attain a Man IQ score of 105 or better on the Vane Kindergarten Test given in May.

Result: The objective was met.

Objective 25

75% of the children will be able to be rated average or above on a locally devised social-emotional behavior rating scale.

Findings: 69% of the children were able to be rated average or above on a locally devised social-emotional behavior rating scale.

Result: The objective was not met.

Conclusions

For the present year, eighteen of twenty-five objectives were met. Most of these objectives were formulated from previous experience with pupils in the kindergarten summer school project. An evaluative rating of good was given to the project because it did improve upon the outcomes produced last year in summer school. Previous evaluation findings, based upon a classical research design, indicated that project pupils were better prepared for school after treatment than were similar pupils enrolled in regular kindergarten. This project has successfully shown its effectiveness in the area of school readiness.

ENGLISH AS A SECOND LANGUAGE

GRADE LEVEL: K-12

NUMBER OF PUPILS: 180

PROJECT BUDGET: $56,778.00

STAFF: 1 Curriculum Specialist*
3 Teachers

SCHOOLS INVOLVED:

Allen-Field	Kosciuszko
Clarke	Lincoln
Fifth	South Division
Forest Home	West Division
Garfield	
Holmes	
Hopkins	Bruce Guadalupe
MacDowell	
McKinley	
Palmer	
Vieau	

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded

ENGLISH AS A SECOND LANGUAGE

... to provide special instruction for recently arrived foreign-born students unable to understand and speak English ...

Population

Participants in the projects were newly arrived foreign-born pupils with an English language handicap. Children born in the United States were eligible if their English communication skills have been hindered by the foreign language spoken at home.

The selection process involved the judgment of the school principal that a pupil had a significant language handicap, a referral to the coordinator of foreign languages, and the corroboration of the principal's judgment by a project teacher on the basis of pupil performance on an individual informal oral comprehension and speaking test.

Description

The major goals of this project were to improve pupil achievement in oral and written expression, reading, and work study skills. Positive social values, attitudes toward school and good study habits were also emphasized.

Pupils were withdrawn from their regular classrooms for two to five periods per week. The instructional period was 20 minutes for kindergarten pupils, 30 minutes for pupils in grades 1-4, and approximately one hour for pupils above fifth grade. It was expected that enrollment of a pupil continue until the mastery tests in the skill areas were passed or until the end of two years in the project.

At the point of departure from the project:

1. At least 31% of the pupils enrolled in the project will be able to master each of 17 subtests covering four areas of verbal communication skills: understanding, speaking, reading, and writing.

During the project:

2. Pupils will demonstrate a positive attitude toward school by exhibiting behaviors perceived to be indicative of a positive attitude and recorded on a school attitude check list by teachers.

Previous Evaluation Findings

The 1968-1969 formal evaluation found that teachers not in the project, but at the project schools, believed that pupil self-image and attitude toward school improved as a result of the project.

The 1969-1970 formal evaluation found that 31% of the project pupils were able to master the skills necessary to work well in regular classroom situations. The data indicated that 77% of the pupils held positive attitudes toward school routine and 53% practiced good study habits.

Current Evaluation Findings

Objective 1

> At least 31% of the pupils enrolled in the project will be able to master each of 17 subtests covering four areas of verbal communication skills: understanding, speaking, reading, and writing.

Evaluation Procedures: At the end of the semester, pupils enrolled in the project were given the English as a Second Language Achievement Tests. The percentage of pupils who successfully mastered the tests was compared to the percentage stated in the objective.

Findings: 41% of the pupils enrolled in the project were able to master each of the 17 subtests.

Result: The objective was met. See Table 3.

TABLE 3

COMPARISON OF ENGLISH AS A SECOND LANGUAGE
ACHIEVEMENT PROFICIENCY STATUS OF PROJECT PUPILS
FOR 1969-1970 AND 1970-1971 ACADEMIC YEARS

Number of Pupils	1969-1970	1970-1971
Enrolled	182	180
Proficient	57	74
Left Project	101	105

Objective 2

Pupils will demonstrate a positive attitude toward school by exhibiting behaviors perceived to be indicative of a positive attitude and recorded on a school attitude check list by teachers.

Evaluation Procedures: A behavior check list was designed to cover the area of school routine acceptance, study habits, cultural heritage, and social development. Pupils were given the check list at the end of the project. The data was analyzed to see whether a positive pupil attitude did exist and how this attitude differed from last year's project pupil attitude.

Findings: During the project, pupils demonstrated a positive attitude toward school by exhibiting behaviors perceived by teachers as indicative of a positive attitude.

Result: The objective was met. See Figure 5.

I [redacted] 1970-1971 [redacted] 83%---N=79

[redacted] 1969-1970 [redacted] 77%---N=83

Knowledge and Acceptance of School Routine

Examples:

(a) Follows rules for crossing streets, traffic regulations.

(b) Understands and follows classroom rules.

II [redacted] 1970-1971 [redacted] 59%---N=79

[redacted] 1969-1970 [redacted] 53%---N=83

Practice of Good Study Habits

Examples:

(a) Begins work promptly.

(b) Shows initiative in doing more than is assigned.

III [redacted] 1970-1971 [redacted] 40%---N=79

[redacted] 1969-1970 [redacted] 36%---N=83

Appreciation of His Cultural Heritage and the New Cultural Patterns

Examples:

(a) Brings objects to class which illustrates his native culture

(b) Demonstrates awareness of basic cultural values of the United States, such as national holidays, heroes, sports figures, and music.

IV [redacted] 1970-1971 [redacted] 76%---N=79

[redacted] 1969-1970 [redacted] 68%---N=83

Social Development

Examples:

(a) Enters into games during free play.

(b) Is willing to accept responsibility, such as taking a note to the office, transmitting a verbal message.

Fig. 5 — Percent of Elementary English as a Second Language Project Pupils Exhibiting Behaviors Which Suggest Positive Attitude for the 1970-1971 and 1969-1970 Project Years.

Conclusions

The project achieved its stated goals. Not only did the project succeed in having a higher percentage of pupils attain mastery in their new language this year than last year, but pupil attitudes toward school improved. The findings were positive and were indicative of project success.

ERIC 88

Secondary Academic Projects

1. Fulton Reading Center

2. Secondary Mathematics

3. Instrumental Music

4. Secondary Learning Centers

    a. Fulton Junior High School
    b. Kosciuszko Junior High School
    c. Lincoln Junior-Senior High School
    d. Roosevelt Junior High School
    e. South Division High School
    f. Wells Junior High School
    g. West Division High School
    h. North Division High School (Not Evaluated)

FULTON READING CENTER

GRADE LEVEL: 7-9

NUMBER OF PUPILS: 45

PROJECT BUDGET: $16,215.00

STAFF: 2 Reading Teachers*

SCHOOLS INVOLVED:

Fulton

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded--One Teacher

FULTON READING CENTER

... a multi-facted approach to increasing the reading achievement of junior high school pupils ...

Population

Facet I: Learning-100

First consideration was given to those pupils who had received instruction in the 1969-1970 project. The remainder of pupils for the 1970-1971 project were selected from those who scored below 4.0 on the Nelson Reading Test given in May, 1970.

Facet II: Tutorial Reading

Pupils selected for this facet obtained minimum reading levels of 2.1 and maximum levels of 3.1 on the Wide Range Achievement Test. These pupils also exhibited severe behavior problems and were referred to the project by their language arts teachers.

Description

Facet I: Learning-100

This instructional program stressed the development of communication skills with particular emphasis on reading. Automated instruction was provided in addition to printed materials written on the second, third, and fourth grade level. Classes were organized into team-pairs with pupils of comparable ability working together. The instruction was cyclic in nature with each cycle focusing on the development of word meaning, word analysis, spelling, comprehension skills combined with rate development, and the application of these skills in silent reading and exercises.

Facet II: Tutorial Reading

Teacher aides, high school students, and volunteers were trained as tutors to help pupils increase their reading ability.

Four phases of instruction were carried out for each chapter of reading material used: 1) the learning of single, sight words, 2) the oral reading of words in content, 3) silent reading for increased speed and understanding, and 4) responding to comprehension questions for the chapter.

Objectives Evaluated

Facet I: Learning-100

1. At the end of the project, 50% of the pupils enrolled in Learning-100 will be able to answer correctly 19 of 36 items involving vocabulary skills measured on the Vocabulary subtest of the Gates-MacGinitie Reading Test, Survey D (Form 2).

2. At the end of the project, 50% of the pupils enrolled in Learning-100 will be able to answer correctly 21 of 50 items involving comprehension skills measured on the Comprehension subtest of the Gates-MacGinitie Reading Test, Survey D (Form 3).

Facet II: Tutorial Reading

1. At the end of the project, 50% of the pupils enrolled in the tutorial phase will be able to answer correctly 49 of 100 items on the Wide Range Achievement Test, Reading subtest.

2. At the end of the project, 50% of the pupils enrolled in the tutorial phase will be able to pronounce correctly 205 of the 220 Dolch words.

3. At the end of the project, 50% of the pupils enrolled in the tutorial phase will be able to answer correctly 13 of the 50 items on the Comprehension subtest of the Gates-MacGinitie Reading Test, Survey D (Form 3).

Previous Evaluation Findings

The 1968-1969 formal evaluation compared project pupils and non-project pupils on the Word Knowledge and Reading subtests of the Metropolitan Achievement Tests. The posttest scores were analyzed by a multiple regression and covariance model. The resulting evidence was insufficient to conclude that project pupils did better or worse than non-project pupils on the Word Knowledge and Reading subtests.

The 1969-1970 formal evaluation found that the project successfully met seven of eight objectives. Project pupils in the Learning-100 phase scored as well or better on the Nelson Reading Test than comparison non-project

ED 1[illegible] 92

pupils. The project pupils also lessened the difference between their age-grade placement and reading achievement level as measured by the Nelson Reading Test. Pupils in the Adaption of the Staats Motivated Learning Procedure phase increased their reading achievement three months over their pre-Wide Range Achievement Test reading level and scored significantly higher than comparison pupils on the posttest. The pupils in this phase increased their number of correct responses on the Basic Sight Word Test by 20 and had fewer extreme behavior referral cards than comparison pupils. Finally, the reading resource teachers increased the number of reading resource materials used over the previous year.

Current Evaluation Findings

Facet I: Learning-100

Objective 1

> At the end of the project, 50% of the pupils enrolled in Learning-100 will be able to answer correctly 19 of 36 items involving vocabulary skills measured on the Vocabulary subtest of the Gates-MacGinitie Reading Test, Survey D (Form 2).

Evaluation Procedures: The Vocabulary subtest of the Gates-MacGinitie Reading Test was administered to pupils at the end of the project. The observed percentage of pupils correctly answering 19 items was compared to the percentage expected in the objective.

Findings: At the end of the project, 60% of the 40 pupils tested in Learning-100 were able to answer correctly 19 of the 36 items involving vocabulary skills.

Result: The objective was met.

Objective 2

At the end of the project, 50% of the pupils enrolled in Learning-100 will be able to answer correctly 21 of 50 items involving comprehension skills measured on the Comprehension subtest of the Gates-MacGinitie Reading Test, Survey D (Form 3).

Evaluation Procedures: The Comprehension subtest of the Gates-MacGinitie Reading Test was administered to pupils at the end of the project. The observed percentage of pupils mastering at least 21 items was compared to the percentage expected in the objective.

Findings: At the end of the project, 53% of the 40 pupils tested in Learning-100 were able to answer correctly 21 of the 50 items involving comprehension skills.

Result: The objective was met.

Facet II: Tutorial Reading

Objective 1

At the end of the project, 50% of the students enrolled in the tutorial phase will be able to answer correctly 49 of 100 items on the Wide Range Achievement Test, Reading subtest.

Evaluation Procedures: The Reading subtest of the Wide Range Achievement Test was administered to pupils at the end of the project. The observed percentage of pupils mastering at least 49 items was compared to the percentage expected in the objective.

Findings: At the end of the project, 67% of the six pupils tested in the tutorial phase were able to answer correctly 49 of the 100 items on the Wide Range Achievement Test, Reading subtest.

Result: The objective was met.

Objective 2

At the end of the project, 50% of the pupils enrolled in the tutorial phase will be able to pronounce correctly 205 of the 220 Dolch words.

Evaluation Procedures: The Dolch Basic Sight Word Test was administered to pupils at the end of the project. The observed percentage of pupils mastering at least 205 words was compared to the percentage expected in the objective.

Findings: At the end of the project, 67% of the six pupils tested in the tutorial phase were able to pronounce correctly 205 of the 220 Dolch words.

Result: The objective was met.

Objective 3

At the end of the project, 50% of the pupils enrolled in the tutorial phase will be able to answer correctly 13 of the 50 items on the Comprehension subtest of the Gates-MacGinitie Reading Test.

Evaluation Procedures: The Comprehension subtest of the Gates-MacGinitie Reading Test was administered to pupils at the end of the project. The observed percentage of pupils mastering at least 13 items was compared to the percentage expected in the objective.

Findings: At the end of the project, 100% of the five pupils tested in the tutorial phase were able to answer correctly 13 of the 50 items on the Comprehension subtest.

Result: The objective was met.

Conclusions

The project successfully met all of its objectives and received a good evaluative rating. To judge the educational contribution of this project, the reader must consider the degree of relevance that the objectives have for the Title I Program and for the pupils served. The philosophy of this project and its intent must be compared with the philosophy and intent of the Title I Program in Milwaukee.

SECONDARY MATHEMATICS

GRADE LEVEL: 9

NUMBER OF PUPILS: 365

PROJECT BUDGET: $11,180.00

STAFF:
1 Supervising Teacher
10 Teachers*
3 Teacher-Aides

SCHOOLS INVOLVED:

Lincoln
North Division
South Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded

SECONDARY MATHEMATICS

... a problem-solving approach to the development of logical thinking in general mathematics classes using the instructional techniques of flowcharting, electronic calculators, and community-related business and recreation problems ...

Population

Ninth grade pupils were selected for participation in this project on the basis of their need to experience success in mathematics, become functionally literate mathematically, and gain insight into the problem-solving process. Pupils in this project had received grades of D or U in previous mathematics courses and scored below the 25th percentile on the Arithmetic subtest of the Iowa Tests of Basic Skills, which was administered as part of the Milwaukee Public Schools City-Wide Testing Program. The decision on placement was usually a joint effort on the part of parents, pupils, guidance counselors, and homeroom counselors.

Description

Principles of logical thinking and mathematical reasoning were presented to pupils through a general problem-solving approach. The direction of this approach was guided by the use of flowcharting techniques which emphasized the need to think and communicate in a logical manner. The problems to be solved centered around industrial, recreational, and socio-economic conditions existing in the local community and were designed to attract the interest of the pupils. Pupils used electronic calculators to verify flowcharting outcomes and to avoid long, tedious calculations which tend to lessen pupil interest in mathematics.

Objectives Evaluated

At the end of a semester in the Secondary Mathematics Project:

1. Pupils will indicate a positive feeling toward the relevance and need for mathematics by averaging 4.5 or above on a seven point scale for items pertaining to a relevance and need for mathematics.

2. Pupils will indicate a positive feeling toward current classroom activities such as flowcharting, calculator use, test problems, etc., by averaging 4.5 or above on a seven point scale for items pertaining to these classroom activities.

3. Pupils will indicate a positive feeling toward themselves by averaging 4.5 or above on a seven point scale for items pertaining to self-impression.

4. 50% of the pupils will answer correctly at least three of five items on the translation of word problems section of the locally designed mathematics test.

5. 50% of the pupils will answer correctly at least 43 of 51 computational problems on the cross-problem puzzle section of the locally designed mathematics test.

Evaluation Procedures

An evaluation instrument resembling a semantic differential was administered to a random selection of seven classes at North Division, South Division, and Lincoln High Schools. This instrument was given in January at the end of the first semester of Title I General Mathematics. Each of the eighteen items on the instrument was accompanied by three bi-polar adjective pairs (good-bad, sad-happy, useful-useless), using a seven point rating continuum between each pair. Two parallel sets of nine items each were distributed randomly within each of the classes.

A locally designed mathematics test was also administered to a random selection of classes at North Division, South Division, and Lincoln High Schools. The test consisted of two parts - the first on the translation of

word problems and the second on computational problems in the form of a cross-problem puzzle. The test was administered to pupils in May after they were enrolled in the Title I General Mathematics Project for one year.

Previous Evaluation Findings

The 1968-1969 formal evaluation used a multiple regression and covariance statistical model to analyze the scores of project and comparison pupils on a locally-designed arithmetic skills and problem solving test. These posttest scores were adjusted for initial differences between project and comparison pupils in sex, IQ, attendance, age, "gap", conduct, mathematics grades, and the Numerical Ability subtest scores of the Differential Aptitude Test. Post-mathematics grades, post-conduct grades, and attendance were analyzed by the same statistical procedure as the achievement test scores. The findings indicated that the comparison group achieved significantly higher on the arithmetic skills and problem solving test and that no significant differences were found on the other criterion measures. Comparison pupils had better attitudes toward self, school, and peers than project pupils. There was no significant difference between the groups in attitude toward the subject of mathematics. The reliability of the 1968-1969 evaluation findings were lessened by the inability of the adjusting variables to account for more than half of the pupil performance on the criteria measures.

In 1969-1970, an instrument resembling a semantic differential was used to determine pupils' attitudes toward various aspects of mathematics education. Items relating to four mathematics areas were included and pupil response indicated a positive feeling toward the relevance and need for mathematics; a positive feeling toward classroom activities such as flowcharts; mathematics

problems, mathematics tests and calculators; a positive feeling toward self; and a positive attitude toward others' perception of themselves.

Current Evaluation Findings

Objective 1

Pupils will indicate a positive feeling toward the relevance and need for mathematics by averaging 4.5 or above on a seven point scale for items pertaining to a relevance and need for mathematics.

Findings: A sample of 150 pupils averaged 4.9 on items pertaining to the relevance and need for mathematics.

Result: The objective was met.

Objective 2

Pupils will indicate a positive feeling toward current classroom activities such as flowcharting, calculator use, test problems, etc., by averaging 4.5 or above on a seven point scale for items pertaining to these classroom activities.

Findings: A sample of 150 pupils averaged 4.9 on items pertaining to classroom activities.

Result: The objective was met.

Objective 3

Pupils will indicate a positive feeling toward themselves by averaging 4.5 or above on a seven point scale for items pertaining to self-impression.

Findings: A sample of 150 pupils averaged 6.3 on items pertaining to self-impression.

Result: The objective was met.

Objective 4

At the end of the second semester in the Secondary Mathematics Project, 50% of the pupils will answer correctly at least three of five items on the translation of word problems section for the locally designed mathematics test.

Findings: 57.9% of the sampled 150 pupils answered correctly at least three of the five items on the translation of word problems test.

Result: The objective was met.

Objective 5

50% of the pupils will answer correctly at least 43 of 51 computational problems on the cross-problem puzzle section of the locally designed mathematics test.

Findings: 81.3% of the sampled 150 pupils answered correctly at least 43 of the 51 computational problems on the cross-problem puzzle test.

Result: The objective was met.

Conclusions

The Secondary Mathematics Project succeeded in accomplishing all five of its objectives evaluated. A good evaluative rating was given; however, as in the case of all secondary projects, the K-4 philosophy of Title I for Milwaukee should be considered when refunding time approaches.

INSTRUMENTAL MUSIC

GRADE LEVEL: 4-12

NUMBER OF PUPILS: 217

PROJECT BUDGET: $25,701.00

STAFF: 1 Supervising Teacher
2 Teacher Aides

SCHOOLS INVOLVED:

Fulton
Holmes
Lincoln
North Division
Roosevelt
Wells
West Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

ED 102

INSTRUMENTAL MUSIC

... to provide children of low-income families the opportunity for creative expression through participation in a music program ...

Population

Sixth grade pupils at feeder elementary schools in the Title I area were given a musical aptitude test to identify pupils with an aptitude for music. School social workers helped in selecting the most needy children.

Description

Through use of a musical aptitude test, a supervising music teacher identified pupils with sufficient aptitude and interest to profit from instrumental study. The supervising teacher also determined the most appropriate instrument for the pupil based on personal preference and physical characteristics of the pupil.

Parents of pupils were contacted and arrangements were made for the free loan of one of 214 Title I instruments available in the school system.

Eligibility for the project was certified through the school social worker.

Objectives Evaluated

At the end of the project:

1. 95% of the pupils taking instrumental lessons will be enrolled in the school instrumental groups.

2. 70% of the pupils enrolled will continue beyond the first semester.

3. 70% of the teachers of pupils in the project will indicate that because of this participation, these students will display significant improvement in attendance, promptness, and conduct.

Evaluation Procedures

The supervising teacher for the project was asked to furnish the names, grade levels, and schools of pupils who undertook the study of music and who enrolled in a school instrumental group. This teacher also provided the names, grade levels, and schools of pupils in the project during the first semester who continued participating during the second semester.

Each homeroom teacher of pupils in the project at the secondary level and each classroom teacher of pupils in the project at the elementary level were asked to respond to a question concerning the effect of project participation on pupil attendance, promptness, and conduct.

Previous Evaluation Findings

This project began in the Milwaukee Public Schools in February, 1966. Reaction to the first full year of this project by the principals of participating schools was quite favorable. Last year's reaction to a pupil questionnaire indicated that participants felt the two best features of the project were the opportunity to play a musical instrument which they could not otherwise have afforded and, secondly, the opportunity to do something

that they really enjoyed doing. A frequent recommendation by these pupils was to have more instruments available so that a greater number of disadvantaged children could benefit from the project.

Current Evaluation Findings

Objective 1

95% of the pupils taking instrumental lessons will be enrolled in the school instrumental groups.

Findings: 95% of the pupils taking instrumental lessons enrolled in the school instrumental groups.

Result: The objective was met.

Objective 2

70% of the pupils enrolled will continue in the project beyond the first semester.

Findings: 91% of the pupils enrolled in the project continued beyond the first semester.

Result: The objective was met.

Objective 3

70% of the teachers of pupils in the project will indicate that because of this participation these pupils displayed significant improvement in attendance, promptness and conduct.

Findings: 23% of 156 (80%) responding teachers of pupils in the project indicated that because of this participation, these pupils displayed significant improvement in attendance, promptness and conduct.

Result: The objective was not met.

Conclusions

In general, teacher reaction to the project in the past has been favorable. This year, the intent of project objective 3 was to see if teachers felt the project positively influenced pupil attendance, promptness, and conduct in the regular classroom. It was probably a forgone conclusion that this objective would not be met. Objective 3, as formulated, was a minor test to see if the Instrumental Music Project was in accord with the emerging philosophy of Title I in Milwaukee. Attendance, promptness, and conduct were important areas of emphasis in the Title I philosophy as was the concentration of project effort on pupils in grades K-4. Since objective 3 was not met and the pupils served were mostly above grade four, the project did not seem to fit itself into the current philosophy of Title I in Milwaukee.

SECONDARY LEARNING CENTERS

GRADE LEVEL: 7-12

NUMBER OF PUPILS: 542

PROJECT BUDGET: $490,807.00

STAFF:
16 Teachers
16 Teacher Aides
4 Supervising Teachers
7 Counselors
8 Psychologists*
8 Social Workers*
8 Secretaries**
1 Supervisor***

SCHOOLS INVOLVED:

Lincoln	South Division	Fulton	Roosevelt
North Division	West Division	Kosciuszko	Wells

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*½ Time
**Part Time
***¼ Time

FULTON LEARNING CENTER

GRADE LEVEL: 7-9

NUMBER OF PUPILS: 83

PROJECT BUDGET: $27,006.00

STAFF: 2 Teachers
2 Teacher Aides

SCHOOLS INVOLVED:

Fulton Junior High School

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

FULTON LEARNING CENTER

... a motivational activity center ...

Population

Pupils eligible for project enrollment were in grades seven through nine. Pupils selected for the project were either absent 40% of the past school year or failed two or more academic subjects or had a maximum number of disciplinary referral cards.

Description

The activities for project pupils stressed experience using reference materials, practice in writing cohesive paragraphs with proper sentence structure, practice in reading and geographical orientation, and the utilization of news media and field trips for pupils to become aware of environmental problems. Group and individual counseling as well as parental conferences were provided by the project staff.

ERIC 109

Objectives Evaluated

At the conclusion of the project:

1. 50% of the students will have reduced their daily absences by 20% as compared with the school year 1969-1970.

2. 50% of the students will have shown improvement in attitude by reducing the number of disciplinary referrals by an average of 20% as compared with the school year 1969-1970.

3. 35% of the students will be able to use the pronunciation guide in the dictionary.

4. 35% of the students will be able to look up a topic in the encyclopedia and write a brief report on it.

5. 25% of the students will be able to point out the noun and verb in a sentence by underlining.

6. 25% of the students will be able to seek out adjectives and tell their functions.

7. 25% of the students will be able to list ten important events that happened in the last six months.

8. 50% of the students will be able to work correctly two of four problems stating the sum of zero and a number is that number.

9. 50% of the students will be able to work two of four problems stating the product of the number and one is that number.

10. 50% of the students will be able to work two of four problems stating the product of the number and zero is zero.

11. 50% of the students will be able to work two of four problems stating $a + b = a + b$.

12. 50% of the students will be able to work two of four problems stating $r \times s = s \times r$.

13. 50% of the students will be able to work two of four problems dealing with the associative property of addition of whole numbers.

14. 50% of the students will be able to "carry a number" for two of four problems.

15. 50% of the students will be able to find differences for two of four problems by looking for missing addends.

16. 50% of the students will be able to work two of four problems dealing with the associative property of multiplication of whole numbers.

17. 50% of the students will be able to work the multiplication table through five for two of four problems.

18. 50% of the students will be able to tell the difference between the numerator and the denominator for two of four problems.

19. 50% of the students will be able to work two of four problems for the basic equivalent fractions: (1/2, 1/4, 1/5, 1/8, 1/10).

20. 50% of the students will be able to reduce fractions to their lowest terms for two of four problems.

21. 50% of the students will be able to work place value up to the hundred thousandth's place for two of four problems.

22. 50% of the students will be able to read and work two of four decimal problems through the thousandth's place.

23. 50% of the students will be able to learn and work two of four problems from a table of measures.

Current Evaluation Findings

Objective 1

50% of the students will have reduced their daily absences by 20% as compared with the school year 1969-1970.

Evaluation Procedures: Daily absences for learning center pupils were recorded and compared for the 1969-1970 and 1970-1971 academic years. The observed percentage of pupils who reduced their daily absences by 20% over the previous school year was compared to the expected percentage stated in the objective.

Findings: 21% of the 19 students, with complete attendance records, have reduced their daily absences by 20% as compared with the school year 1969-1970.

Result: The objective was not met.

Objective 2

50% of the students will have shown improvement in attitude by reducing the number of disciplinary referrals by an average of 20% as compared with the school year 1969-1970.

Evaluation Procedures: The number of disciplinary referrals per pupil was recorded and compared for the 1969-1970 and 1970-1971 academic years. The observed percentage of pupils who reduced their disciplinary referrals by 20% was compared to the expectated percentage stated in the objective.

Findings: 71% of 39 students, with complete data, have shown improvement in attitude by reducing the number of disciplinary referrals by an average of 20% as compared with the school year 1969-1970.

Result: The objective was met.

Objective 3

35% of the students will be able to use the pronunciation guide in the dictionary.

Evaluation Procedures: Students were asked to use the pronunciation guide to answer a locally devised test item. The percentage of students correctly answering the test item was compared to the expected percentage stated in the objective.

Findings: 82% of the 17 students tested were able to use the pronunciation guide in the dictionary.

Result: The objective was met.

112

Objective 4

35% of the students will be able to look up a topic in the encyclopedia and write a brief report on it.

Evaluation Procedures: Students were asked to answer a test question concerning the proper heading to use if they wanted to write a report about a certain topic named in the test item. The percentage of students mastering this item was compared to the expected percentage stated in the objective.

Findings: 88% of the 17 students tested were able to look up a topic in the encyclopedia and write a brief report on it.

Result: The objective was met.

Objective 5

25% of the students will be able to point out the noun and verb in a sentence by underlining.

Evaluation Procedures: Students were asked to answer a test question which requested the underlining of a noun and a verb. The observed percentage of students correctly answering the item was compared to expected percentage stated in the objective.

Findings: 82% of the 17 students tested were able to point out the noun and verb in a sentence by underlining.

Result: The objective was met.

Objective 6

25% of the students will be able to seek out adjectives and tell their functions.

Evaluation Procedures: Students were asked to answer a test question which required the ability to identify an adjective and its proper functions. The observed percentage of students correctly answering the item was compared to the expected percentage stated in the objective.

Findings: 59% of the 17 students tested were able to seek out adjectives and tell their functions.

Result: The objective was met.

Objective 7

25% of the students will be able to list ten important events that happened in the last six months.

Evaluation Procedures: The percentage of students who mastered the listing of ten important current events was compared to the percentage expected in the objective.

Findings: 11% of the 18 students tested were able to list ten important events that happened in the last six months.

Result: The objective was not met.

Objective 8

50% of the students will be able to work correctly two of four problems stating the sum of zero and a number is that number.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the sum of zero and another number. The percentage of students correctly answering two of the problems was compared to expected percentage stated in the objective.

Findings: All of the 12 students tested were able to work correctly two of four problems stating the sum of zero and a number is that number.

Result: The objective was met.

Objective 9

50% of the students will be able to work two of four problems stating the product of the number and one is that number.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the product of a number and one. The percentage of students who answered two of four items correctly was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to work two of four problems stating the product of the number and one is that number.

Result: The objective was met.

Objective 10

50% of the students will be able to work two of four problems stating the product of the number and zero is zero.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the product of a number and zero. The percentage of students who correctly answered two of four items was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to work two of four problems stating the product of the number and zero is zero.

Result: The objective was met.

Objective 11

50% of the students will be able to work two of four problems stating $a + b = a + b$.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the meaning of equality in an equation. The percentage of students who correctly answered two of four items was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to work two of four problems stating $a + b = a + b$.

Result: The objective was met.

Objective 12

50% of the students will be able to work two of four problems stating r x s = s x r.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the translative function of numbers in an equation. The percentage of students who answered correctly two of four problems was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to work two of four problems stating r x s = s x r.

Result: The objective was met.

Objective 13

50% of the students will be able to work two of four problems dealing with the associative property of addition of whole numbers.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the associative property of addition for whole numbers. The percentage of students who answered correctly two of four problems was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to work two of four problems dealing with the associative property of addition of whole numbers.

Result: The objective was met.

ED118417

Objective 14

50% of the students will be able to "carry a number" for two of four problems.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the carrying of a number. The percentage of students who answered correctly two of four problems was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to "carry a number" for two of four problems.

Result: The objective was met.

Objective 15

50% of the students will be able to find differences for two of four problems by looking for missing addends.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the addition and subtraction of numbers. The percentage of students who answered two of four problems correctly was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to find differences for two of four problems by looking for missing addends.

Result: The objective was met.

Objective 16

50% of the students will be able to work two of four problems dealing with the associative property of multiplication of whole numbers.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the associative property of the multiplication of whole numbers. The percentage of students who answered two of four problems correctly was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to work two of four problems dealing with the associative property of multiplication of whole numbers.

Result: The objective was met.

Objective 17

50% of the students will be able to work the multiplication table through five for two of four problems.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the multiplication table up through five. The percentages of students who answered two of four problems correctly was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to work the multiplication of whole numbers.

Result: The objective was met.

OSI 119

Objective 18

50% of the students will be able to tell the difference between the numerator and the denominator for two of four problems.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the difference between a numerator and a denominator. The percentage of students who correctly answered two of four problems was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to tell the difference between the numerator and the denominator for two of four problems.

Result: The objective was met.

Objective 19

50% of the students will be able to work two of four problems for the basic equivalent fractions: (1/2, 1/4, 1/5, 1/8, 1/10).

Evaluation Procedures: Students in the center were asked to answer four problems concerning basic equivalent fractions. The percentage of students who correctly answered two of four problems was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to work two of four problems for the basic equivalent fractions: 1/2, 1/4, 1/5, 1/8, 1/10.

Result: The objective was met.

Objective 20

50% of the students will be able to reduce fractions to their lowest terms for two of four problems.

Evaluation Procedures: Students in the center were asked to answer four problems concerning the reduction of fractions to their lowest terms. The percentage of students who correctly answered two of four problems was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to reduce fractions to their lowest terms for two of four problems.

Result: The objective was met.

Objective 21

50% of the students will be able to work place value up to the hundred thousandth's place for two of four problems.

Evaluation Procedures: Students in the center were asked to answer four problems concerning place values up to the hundred thousandth's place. The percentage of students who correctly answered two of four problems was compared to the expected percentage stated in the objective.

Findings: All of the 12 students tested were able to work place value up to the hundred thousandth's place for two of four problems.

Result: The objective was met.

ERIC 121

Objective 22

50% of the students will be able to read and work two of four decimal problems through the thousandth's place.

Evaluation Procedures: Students in the center were asked to answer four decimal problems through the thousandth's place. The percentage of students who correctly answered two of four problems was compared to the expected percentage stated in the objective.

Findings: 41% of the 12 students tested were able to read and work two of four decimal problems through the thousandth's place.

Result: The objective was not met.

Objective 23

50% of the students will be able to learn and work two of four problems from a table of measures.

Evaluation Procedures: Students in the center were asked to work four problems involving the table of measures. The percentage of students who correctly answered two of four problems was compared to the expected percentage stated in the objective.

Findings: 33% of the 12 students tested were able to learn and work two of four problems from the table of measures.

Result: The objective was not met.

Conclusions

The Fulton Learning Center met nineteen of twenty-three objectives and was given an evaluative rating of good, considering the problem of organization and materials which occur during a project's first year of operation. The 1971-1972 performance objectives should be adjusted on the basis of the first year's findings.

19122

KOSCIUSZKO LEARNING CENTER

GRADE LEVEL: 7-8

NUMBER OF PUPILS: 60

PROJECT BUDGET: $29,836.00

STAFF: 2 Teachers
2 Teacher Aides

SCHOOLS INVOLVED:

Kosciuszko Junior High School

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

KOSCIUSZKO LEARNING CENTER

... an attitude improvement program ...

Population

Seventh and eighth grade pupils were referred for this project through reviews by teachers, counselors, school administrators, social workers, and psychologists. Pupils were selected for the project on the basis of a previous grade point average of less than 2.0 or grades indicating a comparable "0" level; standardized test scores which indicate reading retardation of two or more years' and poor attendance or truancy.

Description

Pupils followed the normal class schedule for their grade level but were released for one period of center instruction involving practice on basic reading skills. A limited number of pupils were able to have assistance outside of the usual one period.

Individual counseling sessions were held whenever needed.

Objectives Evaluated

At the conclusion of this project:

1. 60% of the student population will have shown an increase on specified items on the Sentence Completion Test. These items will be used to determine change in attitude and the quality of response toward self as perceived by the professional judgment of the psychologist.

2. 60% of the student population will have reflected improvement in ego-strengths and self-image as reflected by the House-Tree-Person Test. Student drawings will be evaluated by the psychologist on the basis of ego-strength, self-image, affective feelings and orientation with reality.

3. 60% of the student population will have shown an increase on specified items on the Sentence Completion Test. These items will be used to determine change in attitude and the quality of response toward others as perceived by the professional judgment of the psychologist.

4. 70% of the students diagnosed as attendance problems will have shown improvement of 50% over the previous year's attendance.

5. 60% of the student population identified as discipline problems will have increased their average discipline grades by one grade level. (e.g., U to D)

Current Evaluation Findings

Objective 1

60% of the student population will show an increase on specified items on the Sentence Completion Test. These items will be used to determine change in attitude and the quality of response toward self as perceived by the professional judgment of the psychologist.

125

Evaluation Procedures: Six items measuring attitude toward self were selected from the Sentence Completion Test and given at the beginning and at the end of the project to center pupils. Any positive change on these items, in the judgment of a psychologist, was considered a success. The observed percentage of pupils successfully improving their attitude toward self was compared to the expected percentage stated in the objective.

Findings: 91% of the 46 students tested have shown an increase on specified items on the Sentence Completion Test. These items were used to determine change in attitude and the quality of response toward self as perceived by the professional judgment of the psychologist.

Result: The objective was met.

Objective 2

60% of the student population will reflect improvement in ego-strengths and self-image as reflected by the House-Tree-Person Test.

Evaluation Procedures: The House-Tree-Person Test was administered at the beginning and end of the project. Improvement by center pupils in ego-strength and self-image was defined by the professional judgment of a psychologist. The observed percentage of pupils improving their ego-strength and self-image was compared to the expected percentage stated in the objective.

Findings: 64% of the 45 students tested have reflected improvement in ego-strengths and self-image as reflected by the House-Tree-Person Test. Student drawings were evaluated by the psychologist on the basis of ego-strength, self-image, affective feelings, and orientation with reality.

Result: The objective was met.

Objective 3

60% of the student population will show an increase on specified items on the Sentence Completion Test. These items will be used to determine change in attitude and the quality of response toward others as perceived by the professional judgment of the psychologist.

126

Evaluation Procedures: Eight items measuring pupil attitude toward others were selected from the Sentence Completion Test and given to center pupils at the beginning and end of the project. Any positive change on these items, in the judgment of a psychologist, was considered a success. The observed percentage of pupils successfully improving their attitude toward others was compared to the expected percentage stated in the objective.

Findings: 62% of the 46 students tested have shown an increase on specified items on the Sentence Completion Test.

Result: The objective was met.

Objective 4

70% of the students diagnosed as attendance problems will show improvement of 50% over the previous year's attendance.

Evaluation Procedures: School attendance records for center pupils for the period October 1, 1969, to May 1, 1970, were compared with the pupils' attendance records for October 1, 1970, to May, 1971. The percentage of pupils improving their attendance by 50% over the previous year was compared to the expected percentage stated in the objective.

Findings: 4% of the 48 students diagnosed as attendance problems have shown improvement of 50% over the previous year's attendance.

Result: The objective was not met.

Objective 5

60% of the student population identified as discipline problems will increase their average discipline grades by one grade level (e.g., U to D).

Evaluation Procedures: The average conduct report card grade for 1969-1970 was compared to the average conduct report card grade for 1970-1971. The percentage of pupils who increased their average report card grade over the past year was compared to the expected percentage stated in the objective.

Findings: 15% of the 47 students identified as discipline problems have increased their average discipline grades by one grade level. (e.g., U to D)

Result: The objective was not met.

Objective 6

The average student population will show an improvement on the Wide Range Achievement Test of 18 months.

Evaluation Procedures: The Wide Range Achievement Test was administered in fall, 1970, and again in spring, 1971. The average pupil growth in the areas of reading, spelling, and arithmetic was calculated and reported.

Findings: The average student improvement on the Wide Range Achievement Test was as follows: reading - 7 months, spelling - 3 months, and arithmetic - 8 months. Forty-eight students were assessed.

Result: The objective was not met.

Conclusions

The project successfully accomplished three of the six objectives evaluated. An evaluative rating of good was assigned to the project since this was its first year of operation and half of the objectives were met. During the developmental stages of a project, the project staff has the opportunity to reassess the realism of the performance levels expected in their objectives. The 1971-1972 project objectives should be formulated on the basis of this year's findings.

LINCOLN LEARNING CENTER

GRADE LEVEL: 7-12

NUMBER OF PUPILS: 52

PROJECT BUDGET: $25,470.00

STAFF: 2 Teachers
2 Teacher Aides

SCHOOLS INVOLVED:

Lincoln Junior-Senior High School

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

OE 129

LINCOLN LEARNING CENTER

... a learning adjustment center ...

Population

Pupils eligible for this project were those who had returned to school from correctional institutions. The returnees who had histories of poor attendance, poor achievement, frequent truancy were automatically included in the project. Non-returnee pupils who had records of severe absenteeism, class disruption, or critical lack of academic skills were screened for enrollment by the learning center staff.

Description

Activities for this project included class work on filing, alphabetizing, and methods of organization; class discussion to verbalize feelings and problem; individualized and group instruction in reading and mathematics; individual and group psychoeducational therapy; and home visitation by the center staff.

Objectives Evaluated

At the conclusion of this project:

1. 50% of the participating students will have increased one year in the California Reading Survey score.

2. 50% of the participating students will place two levels higher than they did on a pretest of the Basic Word list.

3. 30% of the students will have attended school 80% of the time.

4. 50% of the learning center students will score 3 of 7 points on an oral expression check list.

5. All learning center students will have shown a one year grade level improvement in mathematics as determined by the Wide Range Achievement Test, given at the beginning and the end of the year.

6. 30% of the learning center students will have maintained a folder of class assignments. The maintenance of the folder involves assembling it, organizing it, locating and keeping alphabetical files, and preserving an appearance of neatness.

7. 60% of the learning center students will answer six items positively at the end of the year on a self-esteem check list which will act as a scale of social awareness.

Current Evaluation Findings

Objective 1

50% of the participating students will increase one year in the California Reading Survey score.

Evaluation Procedures: California Reading Surveys were given during pretest and posttest sessions. The pretests were given as the students entered the project, and the post-tests were given at the end of the project. The percentage of students who increased their reading score one year was compared to the expected objective percentage.

Findings: 39% of the 17 students with complete test data have increased one year on the California Reading Survey.

Result: The objective was not met.

Objective 2

50% of participating students will place two levels higher than they did on a pretest of the Basic Word List.

Evaluation Procedures: The Dolch Basic Word List was given during pretest and posttest sessions to students in the project. Pretests were given upon entry into the project, and the posttests were given at the end of the project. The percentage of students who increased their vocabulary level two years was compared to the expected objective percentage.

Findings: 38% of the 13 students with complete test data have placed two levels higher than they did in a pretest of the Basic Word List.

Result: The objective was not met.

Objective 3

30% of the students will attend school 80% of the school days while enrolled in the center.

Evaluation Procedures: The number of absences from school was recorded for each center pupil for the period of time that the pupil was enrolled in the project. The percentage of students who accomplished the objective was compared to the expected objective percentage.

Findings: 29% of the students have attended school 80% of the school days while enrolled in the center.

Result: The objective was not met.

Objective 4

50% of the learning center students will score 3 of 7 points on an oral expression check list.

Evaluation Procedures: An oral expression check list was devised by the project staff and covered areas such as appropriate language, audibility of response, and self-initiated responses. The percentage of students scoring 3 of 7 points on this instrument was compared to the expected objective percentage.

Findings: 89% of 28 students tested have scored 3 of 7 points on the oral expression check list.

Result: The objective was met.

Objective 5

Learning center students will show a one year grade level improvement in mathematics as determined by the Wide Range Achievement Test given at the beginning and the end of the year.

Evaluation Procedures: The Wide Range Achievement Arithmetic subtest was given to students in the project at the beginning and end of the project. The percentage of students who improved one grade level was compared to the expectation stated in the objective.

Findings: 31% of the 16 students tested have shown a one year grade level improvement in mathematics as determined by the Wide Range Achievement Test given at the beginning and the end of the year.

Result: The objective was not met.

Objective 6

30% of the learning center students will maintain a folder of class assignments. The maintenance of the folder involves assembling it, organizing it, locating and keeping alphabetical files, and preserving an appearance of neatness.

Evaluation Procedures: Teachers recorded the number of project pupils who maintained an organized folder of class assignments. The percentage of students maintaining a folder was compared to the expected objective percentage.

Findings: All learning center students have maintained a folder of class assignments.

Result: The objective was met.

Objective 7

60% of the learning center students will answer six items positively at the end of the year on a self-esteem check list which will act as a scale of social awareness.

Evaluation Procedures: A locally devised self-esteem check list was given to project students at the end of the project. The percentage of students accomplishing the objective was compared to the percentage stated in the objective.

Findings: All of the 19 students checked answered six items positively at the end of the year on the self-esteem check list.

Result: The objective was met.

Conclusions

Three of seven objectives were accomplished in this project. Consideration should be given to the fact that this was the first year of the project, the project was in the developmental stage, and the performance levels for the objectives were judgments and not based on previous data. An evaluative rating will be withheld until another year's operation has concluded. Performance levels for the 1971-1972 project objectives should be adjusted on the basis of this year's findings.

ERIC 134

ROOSEVELT LEARNING CENTER

GRADE LEVEL: 7-9

NUMBER OF PUPILS: 87

PROJECT BUDGET: $28,521.00

STAFF: 4 Teachers
2 Teacher Aides

SCHOOLS INVOLVED:

Roosevelt Junior High School

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

ERIC 135

ROOSEVELT LEARNING CENTER

... pupils within an intensified non-graded enrollment ...

Population

Pupils in grades seven through nine were eligible for the project. Those pupils selected for the project were usually disrupters who were behind one year in age-grade placement, had poor attendance records, were negative toward school, and had deficiencies in language, mathematics, and work study skills.

Description

A flexible time schedule of one, two, or three hour blocks was utilized to meet the particular affective and cognitive needs in mathematics and language arts for each pupil. Individual instruction was provided through programmed material approaches to the teaching of reading and mathematics. Individual and group therapy and home visitations were available through the center's supportive services staff.

Objectives Evaluated

At the conclusion of this project:

1. 65% of the students will have progressed during the school year in reading ability as measured on the California Reading Test at the rate one and a half to two times greater than their average rate of growth until this year.

2. 50% of the students will have increased their word attack skill one year on the San Diego Quick Test.

3. 70% of the students will be able to identify the main idea on four Webster Reading Clinic Reading Skill Cards at their reading level with 75% accuracy.

4. 75% of the students will be able to locate details to support the main idea on four Webster Reading Clinic Reading Skill Cards at their reading level with 75% accuracy.

5. 40% of the students will be able to interpret and make inferences on four Webster Reading Clinic Reading Skill Cards at their reading level with 60% accuracy.

6. 80% of the students will be able to write simple directions (Ex. write procedures for checking out a library book, write direction to locate their home, etc.) without difficulty as observed by the teacher.

7. 90% of the students will be able to actively participate in a conference with their teachers.

8. 60% will actively participate in classroom discussions with peers as observed by teacher and psychologist.

9. 70% of the students will master simple computational skills in addition and substraction by scoring 70% or better on the Stanford Diagnostic Arithmetic Test, Level II, Test 5, Parts A and B.

10. 50% of the students will master simple computational skills in Multiplication and division by scoring 70% or better on the Stanford Diagnostic Arithmetic Test, Level II, Test 5, Parts C and D.

11. 50% of the students will be able to apply abstract mathematical concepts to new situations with 70% accuracy on the Stanford Diagnostic Arithmetic Test, Level II, Test 1, Parts A and B.

801 137

12. 80% of the students will be able to work independently in the classroom without direct supervision for 15 minutes or longer on any given day as observed by the teacher and psychologist.

13. Attendance of 85% of the students will be equal to or better than their attendance record for the previous school year.

14. 75% of the students will have come to class regularly 80% of the time.

15. 50% of the parents of the students in the program will have some knowledge of the school program their child is in through an interview by the social worker.

16. At least 33% of the students whose families received intensive casework by the social worker will have shown improvement in the classroom evidenced empirically by teachers.

17. 60% of the students given therapeutic services by the psychologist will show a noticeable improvement in classroom behavior by teacher observation.

18. 75% of the students referred to the counselor for counseling will have shown a change of attitude or improved performance on individual assignments as observed by the teacher.

Current Evaluation Findings

Objective 1

65% of the students will progress during the school year in reading ability as measured on the California Reading Test at a rate one and a half to two times greater than their average rate of growth until this year.

Evaluation Procedures: The California Reading Test was administered in September to the center pupils so that each pupil's average rate of reading growth until this year could be ascertained. The same test was re-administered at the end of May, 1971. The observed percentage of pupils progressing at a rate one and a half to two times greater than their average rate of growth until this year was compared to the stated objective percentage.

Findings: 21% of the 38 students tested have progressed during the school year in reading ability as measured on the California Reading Test at a rate one and a half to two times greater than their average rate of growth until this year.

Result: The objective was not met.

Objective 2

50% of the students will increase their word attack skills one year on the San Diego Quick Test.

Evaluation Procedures: The San Diego Quick Test was administered in September, 1970, and in May, 1971. The observed percentage of pupils increasing their word attack skills by one year was compared to the stated objective percentage.

Findings: 74% of the 31 students tested have increased their word attack skills one year on the San Diego Quick Test.

Result: The objective was met.

Objective 3

70% of the students will be able to identify the main idea on four Webster Reading Clinic Reading Skill Cards at their reading level with 75% accuracy.

Evaluation Procedures: The Webster Reading Clinic Reading Skill Cards were administered in June to all center pupils. The observed percentage of pupils mastering the objective was compared to the expected performance level stated in the objective.

Findings: 27% of the 37 students tested were able to identify the main idea on four Webster Reading Clinic Reading Skill Cards at their reading level with 75% accuracy.

Result: The objective was not met.

Objective 4

75% of the students will be able to locate details to support the main idea on four Webster Reading Clinic Reading Skill Cards at their reading level with 75% accuracy.

Evaluation Procedures: The Webster Reading Clinic Reading Skill Cards were administered in June to all center pupils. The observed percentage of pupils mastering the objective was compared to the expected performance level stated in the objective.

Findings: 43% of the 37 students tested were able to locate details to support the main idea on four Webster Reading Clinic Reading Skill Cards at their reading level with 75% accuracy.

Result: The objective was not met.

Objective 5

40% of the students will be able to interpret and make inferences on four Webster Reading Clinic Reading Skill Cards at their reading level with 60% accuracy.

Evaluation Procedures: The Webster Reading Clinic Reading Skill Cards were administered in June to all center pupils. The observed percentage of pupils mastering the objective was compared to the expected performance level stated in the objective.

Findings: 24% of the 37 students tested were able to interpret and make inferences on four Webster Reading Clinic Reading Skill Cards at their reading level with 60% accuracy.

Result: The objective was not met.

Objective 6

80% of the students will be able to write simple directions (e.g., write procedures for checking out a library book, write direction to locate their home, etc.) without difficulty as observed by the teacher.

Evaluation Procedures: A teacher check list was distributed to learning center teachers in June. The observed percentage of pupils capable of writing simple directions was compared to the expected percentage stated in the objective.

Findings: 58% of the 38 students observed were able to write simple directions (e.g., write procedures for checking out a library book, write direction to locate their home, etc.) without difficulty as observed by the teacher.

Result: The objective was not met.

Objective 7

90% of the students will be able to actively participate in a conference with their teachers.

Evaluation Procedures: A teacher checklist was distributed to learning center teachers in June. The observed percentage of pupils actively participating in a conference with their teachers was compared to the expected percentage stated in the objective.

Findings: 65% of the 38 students observed were able to actively participate in a conference with their teachers.

Result: The objective was not met.

Objective 8

60% will actively participate in classroom discussions with peers as observed by teacher and psychologist.

Evaluation Procedures: A teacher checklist was distributed to learning center teachers in June. The observed percentage of pupils actively participating in classroom discussions with peers was compared to the expected percentage stated in the objective.

Findings: 71% of the 38 students tested were actively participating in classroom discussions with peers as observed by teacher and psychologist.

Result: The objective was met.

Objective 9

70% of the students will master simple computational skills in addition and subtraction by scoring 70% or better on the Stanford Diagnostic Arithmetic Test, Level II, Test 5, Parts A and B.

Evaluation Procedures: The Stanford Diagnostic Arithmetic Test, Level II, Test 5, Parts A and B were administered in June to learning center pupils. The observed percentage of pupils mastering 70% or better on this test was compared to the percentage expected in the objective.

Findings: 82% of the 28 students tested have mastered simple computational skills in addition and subtraction by scoring 70% or better on the Stanford Diagnostic Arithmetic Test, Level II, Test 5, Parts A and B.

Result: The objective was met.

Objective 10

50% of the students will master simple computational skills in multiplication and division by scoring 70% or better on the Stanfoed Diagnostic Arithmetic Test, Level II, Test 5, Parts C and D.

Evaluation Procedures: The Stanford Diagnostic Arithmetic Test, Level II, Test 5, Parts C and D were administered in June to learning center pupils. The observed percentage of pupils mastering 70% or better on this test was compared to the percentage expected in the objective.

Findings: 43% of the 28 students tested have mastered simple computational skills in multiplication and division by scoring 70% or better on the Stanford Diagnostic Arithmetic Test, Level II, Test 5, Parts C and D.

Result: The objective was not met.

Objective 11

50% of the students will be able to apply abstract mathematical concepts to new situations with 70% accuracy on the Stanford Diagnostic Arithmetic Test, Level II, Test 1, Parts A and B.

Evaluation Procedures: The Stanford Diagnostic Arithmetic Test, Level II, Test 1, Parts A and B, were administered in June to learning center pupils. The observed percentage of pupils mastering 70% or better on this test was compared to the percentage expected in the objective.

Findings: 10% of the 28 students tested were able to apply abstract mathematical concepts to new situations with 70% accuracy on the Stanford Diagnostic Arithmetic Test, Level II, Test 1, Parts A and B.

Result: The objective was not met.

Objective 12

80% of the students will be able to work independently in the classroom without direct supervision for 15 minutes or longer on any given day as observed by the teacher and psychologist.

Evaluation Procedures: A teacher check list was distributed to the learning center teachers in June. The observed percentage of pupils working independently for 15 minutes or longer was compared to the expected percentage stated in the objective.

Findings: 63% of the 38 students observed were able to work independently in the classroom without direct supervision for 15 minutes or longer on any given day as observed by the teacher and psychologist.

Result: The objective was not met.

Objective 13

Attendance of 85% of the students will be equal to or better than their attendance record for the previous school year.

Evaluation Procedures: The attendance for the 1969-1970 academic year was compared to the attendance for the 1970-1971 year for learning center pupils. The observed percentage of students bettering their previous year's attendance was compared to the expected percentage stated in the objective.

Findings: Attendance of 28% of 71 students recorded were equal to or better than their attendance record for the previous school year.

Result: The objective was not met.

144

Objective 14

75% of the students will come to class 80% of the time.

Evaluation Procedures: The attendance for learning center pupils was recorded for the periods October 1 to November 13, 1970, and for March 25 to May 7, 1971. The observed percentage of students coming to class 80% of the time during these periods was compared to the expected percentage stated in the objective.

Findings: 60% of 38 students observed came to class 80% of the time.

Result: The objective was not met.

Objective 15

50% of the parents of the students in the program will have some knowledge of the school program their child is in through an interview by the social worker.

Evaluation Procedures: Parents were interviewed by the school social worker, and a record was kept as to the number of parents of learning center pupils contacted.

Findings: 55% of the parents of the 76 active students in the program have had some knowledge of the school program their child was in through an interview by the social worker.

Result: The objective was met.

Objective 16

At least 33% of the students whose families received intensive casework by the social worker will show improvement in the classroom evidenced empirically by teachers.

Evaluation Procedures: Title I teachers were asked to evaluate the effect of the intensive social casework on pupils in their classes. The percentage of these pupils observed to have improved as a result of the social work was compared to the expected percentage stated in the objective.

Findings: 20% of the 19 students whose families received intensive casework by the social worker showed improvement in the classroom evidenced empirically by teachers.

Result: The objective was not met.

Objective 17

60% of the students given therapeutic services by the psychologist will show a noticeable improvement in classroom behavior by teacher observation.

Evaluation Procedures: Title I teachers were asked to evaluate the affect of the therapeutic services given to their pupils by the psychologists. The percentage of these pupils observed to have improved as a result of the psychological therapy was compared to the expected percentage stated in the objective.

Findings: 62% of the 29 students tested and given therapeutic services by the psychologist have shown a noticeable improvement in classroom behavior by teacher observation.

Result: The objective was met.

Objective 18

75% of the students referred to the counselor for counseling will show a change of attitude or improved performance on individual assignments as observed by the teacher.

Evaluation Procedures: Title I teachers were asked to evaluate the affect of the counselor on the attitude and classroom performance of learning center pupils receiving courseling. The percentage of pupils observed to have improved as a result of counseling was compared to the expected percentage stated in the objective.

Findings: 66% of the 29 students referred to the counselor for counseling and remaining in the project have shown a change of attitude or improved performance on individual assignments as observed by the teacher.

Result: The objective was not met.

Conclusions

Five of eighteen objectives were accomplished in this project. Consideration should be given to the fact that this was the first year of the project, the project was in its developmental stages, and the performance levels for the objectives were judgments and not based on previous data. An evaluative rating will be withheld until another year's operation of the project has concluded. Performance levels for the 1971-1972 objectives should be adjusted on the basis of this year's findings.

SOUTH DIVISION LEARNING CENTER

GRADE LEVEL: 9-10

NUMBER OF PUPILS: 60

PROJECT BUDGET: $7,378.00

STAFF: 1 Teacher

SCHOOLS INVOLVED:

South Division High School

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

SOUTH DIVISION LEARNING CENTER

... an English language arts program ...

Population

Pupils recommended for this project were referred by their ninth and tenth grade English teachers, guidance counselors, social worker, psychologist, and school administrators. Pupils selected for the project possessed two or more characteristics such as grade point average of less than "C" for the previous year, truancy and poor attendance records, serious deficiencies in language arts, emotional problems, acting-out behavior, two or more years' retardation in reading ability, and recent immigration.

Description

Pupils spent at least one period each day in the learning center. This time was used to strengthen skills in oral and written communication. Several pupils were enrolled in an intensified reading program in the center.

Intensive individual and group counseling sessions were provided for pupils needing these services.

Objectives Evaluated

At the conclusion of this project:

1. 25% of the ESEA students participating in psycho-educational therapy will check fewer problem areas on the post-Mooney Problem Check List than they did on the pretest. This list covers the areas of personal comfort, interpersonal relationships, and clarity of life goals.

2. 50% of students enrolled in the project who had attendance problems in the school year 1969-1970 will have shown a 50% improvement in attendance over the 1969-1970 attendance by the end of the current school year.

3. 50% of the students enrolled in the project will have improved in their over-all conduct grades by one point at the end of the current school year over their conduct grades received in the year 1969-1970.

4. 50% of the students participating in the reading course will have shown an improvement of one report card grade level in an area identified by the English language arts teacher as the greatest need.

5. 50% of students enrolled in the English language skills program will answer correctly 70% of the questions on a locally devised test.

6. There will have been a significant improvement of vocabulary and reading comprehension in the means of the raw scores as measured by the California Reading Test in pretest and posttest sessions.

Current Evaluation Findings

Objective 1

25% of the ESEA students participating in psycho-educational therapy will check fewer problem areas on the post-Mooney Problem Check List than they did on the pretest. This list covers the areas of personal comfort, interpersonal relationships, and clarity of life goals.

Evaluation Procedures: The Mooney Problem Check List was given to the project pupils when they entered the center. At the end of the school year, the same list was administered again to the pupils. The percentage of pupils who were checking fewer problems on the posttest was compared to the percentage stated in the objective.

Findings: 73% of the ESEA students participating in psycho-educational therapy checked fewer problem areas on the post-Mooney Problem Check List than they did on the pretest. This list covers the areas of personal comfort, interpersonal relationships, and clarity of life goals.

Result: The objective was met.

Objective 2

50% of the students enrolled in the project who had attendance problems in the school year 1969-1970 will show a 50% improvement in attendance over the 1969-1970 attendance by the end of the current school year.

Evaluation Procedures: School daily attendance for project pupils was obtained for the periods 11/1/69 to 5/13/70 and 11/1/70 to 5/13/71. The observed percentage of pupils improving attendance by 50% was compared to the percentage expected in the objective.

Findings: 24% of the students enrolled in the project who had attendance problems in the school year 1969-1970 showed a 50% improvement in attendance over the 1969-1970 attendance.

Result: The objective was not met.

Objective 3

50% of the students enrolled in the project will improve in their over-all conduct grades by one point at the end of the current school year over their conduct grades received in the year 1969-1970.

Evaluation Procedures: The average conduct grade for the period September, 1969 to June, 1970 was accumulated and compared to the average conduct grade obtained for the period of November, 1970 to June, 1971. The percentage of students improving their average conduct grade by one point was observed and compared with the expected objective percentage.

Findings: 9% of the students enrolled in the ESEA program improved their over-all conduct grades by one point over their conduct grades received in the year 1969-1970.

Result: The objective was not met.

Objective 4

50% of the students participating in the reading course will show an improvement of one report card grade level in an area identified by the English language arts teacher as the greatest need.

Evaluation Procedures: The academic subject matter area which needed the greatest improvement was identified for each student by the English language arts teacher. Each pupil's grade for the academic area for the first six weeks of school was compared to the last six weeks of school. The percentage of students improving one grade level was observed and compared to the expected objective percentage.

Findings: 40% of the 15 students participating in the reading course showed improvement of one report card grade level in an area identified by the English language arts teacher as the greatest need.

Result: The objective was not met.

Objective 5

50% of students enrolled in the English language skills program will answer correctly 70% of the questions on a locally devised test of language skills.

Evaluation Procedures: A locally devised test of language skill was given to students in the English language skills program at the end of the second semester. The percentage of students correctly answering 70% of the test items was observed and compared to the expected objective percentage.

Findings: 87% of 23 students tested in the English language skills program answered correctly 70% of the questions on a locally devised test of language skills.

Result: The objective was met.

Objective 6

There will be a significant improvement of vocabulary and reading comprehension in the means of the raw scores as measured by the California Reading Test in pretest and posttest sessions.

Evaluation Procedures: Students in the center were given the California Reading Test during second semester pretest and posttest sessions. The time span between test administrations was a little over three months.

Findings: There was a significant improvement, at the .01 level, in reading raw scores as measured by the California Reading Test in pretest and posttest sessions.

Result: The objective was met.

Conclusions

The project successfully accomplished three of its six objectives. Since this was the first year of the project and its developmental period, the findings indicated that an evaluative rating of good be assigned to the project. Performance levels for 1971-1972 objectives should be modified in accordance with this year's findings.

ED 153

WELLS LEARNING CENTER

GRADE LEVEL: 7-8

NUMBER OF PUPILS: 20

PROJECT BUDGET: $10,975.00

STAFF: 1 Aide

SCHOOLS INVOLVED:

Wells Junior High School

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

WELLS LEARNING CENTER

... an operational educational
auxiliary support team ...

Population

All pupils selected for the project must meet the following criteria: 1) absence from school for an average of at least one day out of five, 2) discipline referrals in excess of the median for their grade level at Wells Junior High School, 3) disruptive behavior in school, 4) minimal change in yearly attitude and behavioral performance in classroom, 5) one or more years below intelligence quotient expectancy, 6) one or more years below grade median on the Iowa Tests of Basic Skills or more than two failures per marking period, and 7) referral by a teacher for both academic and attitudinal or behavioral difficulties.

Description

Each pupil in the project was given a daily progress or report card. The use of this attendance and grade card enabled the supportive service staff to provide continuing and immediate assistance to the pupil.

The academic instructional activities of the center were not undertaken this year due to organizational problems encountered during the projects developmental stages.

155

Objectives Evaluated

At the conclusion of the project:

1. 65% of the selected students will decrease their school absence rate by 20% as compared with last spring's attendance.

2. 75% of the selected students will obtain 25% fewer discipline cards for disruptive classroom behavior than during the previous spring.

Current Evaluation Findings

Objective 1

65% of the selected students will decrease their school absence rate by 20% as compared with last spring's attendance.

Evaluation Procedures: The spring, 1971, attendance records for pupils in the center were compared to the spring of 1970 attendance records for the same pupils. The percentage of pupils decreasing their 1971 absence rate by 20% over the 1970 absence rate was observed and compared to the stated objective percentage.

Findings: 8% of 12 students with complete records decreased their school absence rate by 20% as compared with last spring's attendance.

Result: The objective was not met.

Objective 2

75% of the selected students will obtain 25% fewer discipline cards for disruptive classroom behavior than during the previous spring.

Evaluation Procedures: The number of "72" card discipline referrals was recorded for pupils in the center for spring, 1971. For eighth grade pupils in the center, the number of "72" cards issued in spring, 1971, was compared to the number of "72" cards issued in the previous spring semester. For seventh grade pupils in the center, the number of "72" cards issued in spring, 1971, was compared to the number of "72" cards issued in the fall, 1970, semester. The observed decrease in "72" cards was compared to the expected decreased stated in the objective.

Findings: 50% of 10 students with complete data obtained 25% fewer discipline cards for disruptive classroom behavior than during the previous spring. Students with no discipline referrals during the previous spring were not included in the above finding.

Result: The objective was not met.

Conclusions

Both objectives evaluated were not met. Consideration should be given to the fact that this was the first year of the project, the project was in the developmental stages, and the performance levels for the objectives were judgments and not based on previous data. An evaluative rating was withheld until another year's operation has concluded. Performance levels for the 1971-1972 objectives should be adjusted on the basis of this year's findings.

ERIC 157

WEST DIVISION LEARNING CENTER

GRADE LEVEL: 9-12

NUMBER OF PUPILS: 63

PROJECT BUDGET: $25,732.00

STAFF: 2 Teachers
2 Teacher Aides

SCHOOLS INVOLVED:

West Division High School

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

ED[illegible] 158

WEST DIVISION LEARNING CENTER

... learning through contractual obligations ...

Population

Pupils eligible for the project were in grades nine through twelve. Referrals for placement in the learning center were received from teachers and reviewed for project selection by learning center teachers, counselor, psychologist, and social worker.

Pupils were selected on a basis of those pupils already in the Title I Returnee Counselor Project and pupils with deficiencies in language ability, work study skills, and attitudes toward school.

Description

Pupils agreed to follow contractual obligations written into performance contracts in the areas of reading and mathematics. The instructional activities included drill on phonics and vocabulary, practice in writing essays and poetry, the reading of popular paperbacks and magazines, and drill on mathematics tables with flash cards.

Individual and group counseling as well as home visitations were provided by the supportive service staff.

Objectives Evaluated

At the conclusion of this project:

1. 80% of the students working on reading and meeting contractual obligations will have achieved contractual objectives.

2. 80% of the students working on arithmetic and meeting contractual obligations will have achieved contractual objectives.

3. 20% of the enrollees availing themselves of psycho-educational therapy will have developed sufficient insight and self-understanding to better cope with their personal and social problems. This will be measured by the students' responding average or positively on a locally devised posttest consisting of items marked negatively on the locally devised pretest.

Current Evaluation Findings

Objective 1

80% of the students working on reading and meeting contractual obligations will achieve contractual objectives.

Evaluation Procedures: Performance contracts were established for each center pupil on the basis of pupil need. The percentage of completed contracts was accumulated and compared to the expected objective percentage.

Findings: 87% of the students working on reading and meeting contractual obligations during the year achieved contractual objectives. This finding does not include students who dropped out of the project.

Result: The objective was met.

Objective 2

80% of the students working on arithmetic and meeting contractual obligations will achieve contractual objectives.

Evaluation Procedures: Performance contracts were established for each center pupil on the basis of pupil need. The percentage of completed contracts was accumulated and compared to the expected objective percentage.

Findings: 87% of the students working on arithmetic and meeting contractual obligations during the year have achieved contractual objectives. This finding does not include students who dropped out of the project.

Result: The objective was met.

Objective 3

20% of the enrollees availing themselves of psycho-educational therapy will develop sufficient insight and self-understanding to better cope with their personal and social problems. This will be measured by the students' responding average or positively on a locally devised posttest consisting of items marked negatively on the locally devised pretest.

Evaluation Procedures: A locally devised self-understanding scale was given to therapy students upon entry into therapy and again at the termination of therapy. The percentage of students showing improvement in self-understanding was compared to the expected objective percentage.

Findings: 53% of the 57 enrollees availing themselves of psycho-educational therapy have developed sufficient insight and self-understanding to better cope with their personal and social problems.

Result: The objective was met.

Conclusions

This project successfully met all three of the objectives evaluated.

An evaluative rating of good was assigned to the project.

031 161

Supportive Services Projects

1. Elementary Guidance
2. Returnee Counselor
3. Clothing
4. Social Work
5. Psychological Services
6. Special Educational and Service Centers
7. Social Improvement
8. Field Trips
9. Mobile Laboratory
10. Naturalist
11. Diagnosis of Instructional Needs Through Primary Testing
12. Adapted Recreation for Handicapped Children
13. Pre-School Developmental Activity
14. Two Model Elementary Resource Centers
15. Instructional Resources Support Service

162

ELEMENTARY GUIDANCE

GRADE LEVEL: K-8

NUMBER OF PUPILS: 1,438

PROJECT BUDGET: $232,286.00

STAFF:
1 Supervisor*
16 Child Development Specialists
1 Secretary**

SCHOOLS INVOLVED:

Allen-Field	MacDowell	Bethlehem Lutheran
Auer	Meinecke	Boniface Community
Brown	Ninth	Bruce-Guadalupe Community
Fifth	Palmer	Francis Community
Forest Home	Siefert	Leo Community
Garfield	Twelfth	St. Stephen Lutheran
Holmes	Twentieth	
Kilbourn	Twenty-first	
LaFollette	Vieau	
Lee	Walnut	
Lloyd		

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*½ Board Funded
**½ Board Funded

P31 163

ELEMENTARY GUIDANCE

... to help children become oriented
to the educational process ...

Population

The services of the child development specialist were concentrated on children in the kindergarten through fourth grade levels. Pupils enrolled in other ESEA Title I projects received priority. Referrals were made by the Title I building coordinator. Referrals were generally those pupils who were new to the school, those who had interpersonal difficulties, those who experienced peer rejection, and those who had minor academic or behavior or social problems.

Description

The guidance project attempted to meet individual pupil needs and emphasized social awareness, motivation to achieve, work study habits, and oral and written expression.

The guidance counselors' responsibilities included group and individual counseling, diagnostic testing, consultation with parents and teachers, classroom and playground observation, referral to other professional services when appropriate, maintenance of pupil counseling records, and assistance to teachers regarding the interaction of individual pupil differences with pupil learning behavior. Hand puppets, pictures, games, and small rewards were used to put pupils at ease while communicating with them. Guidance techniques such as play therapy, dance therapy, puppet therapy, positive and negative reinforcement were used when deemed appropriate. The development of techniques and information regarding the unique problems of the disadvantaged were discussed at inservice workshops.

Objectives Evaluated

At the end of the project:

1. 15% of the children referred with identified academic problems will show improvement through the use of individual and small group counseling as rated by the child development specialist teacher.

2. 10% of the children referred with identified behavioral problems will show improvement through the use of individual and small group counseling as rated by the child development specialist teacher.

3. 15% of the children referred with identified social problems will show improvement through the use of individual and small group counseling as rated by the child development specialist teacher.

4. 10% of the children referred with identified personal problems will show improvement through the use of individual and small group counseling as rated by the child development specialist teacher.

Evaluation Procedures

A scale was developed to assist the child development specialist in identifying and evaluating the progress of referred pupils. Behavioral objectives were based upon the developed scale and the guidance coordinator's judgment of what would constitute success. At the commencement of treatment, the teacher and specialist formed a combined rating of each pupil in terms of academic, behavioral, social, and personal factors. If a parental conference was held, the parent also rated the child. The specialist rated the child during treatment; and, at the termination of treatment, the specialist and teacher again rated the child. The initial and final ratings were compared to determine whether progress had been made. The resulting information was compared to the stated project objectives to determine the success of the project.

Previous Evaluation Findings

Evaluations for the two years covering 1967-1969 found no significant differences in achievement and attitude between project and non-project pupils. The evaluations did note, through principal and vice-principal perceptions, improvement in pupil attitude toward school, pupil personal development, pupil-teacher relationships, home-school relations, out of school activities, and project supervision.

The 1969-1970 formal evaluation attempted to determine factors necessary for successful treatment. It revealed that attention given to the student by the counselor and that teacher understanding of the pupil's problem were contributing factors. As in previous years, principals expressed a need for more consultation with parents and teachers and more group counseling for pupils.

Current Evaluation Findings

Objective 1

15% of the children referred with identified academic problems will show improvement through the use of individual and small group counseling as rated by the child development specialist and/or teacher.

Findings: 62% of the children identified as having academic problems showed improvement.

Result: The objective was met.

Objective 2

10% of the children referred with identified behavioral problems will show improvement through the use of individual and small group counseling as rated by the child development specialist and/or teacher.

Findings: 63% of the children identified as having behavioral problems showed improvement.

Result: The objective was met.

Objective 3

15% of the children referred with identified social problems will show improvement through the use of individual and small group counseling as rated by the child development specialist and/or teacher.

Findings: 71% of the children identified as having social problems showed improvement.

Result: The objective was met.

Objective 4

10% of the children referred with identified personal problems will show improvement through the use of individual and small group counseling as rated by the child development specialist and/or teacher.

Findings: 69% of the children identified as having personal problems showed improvement.

Result: The objective was met.

Conclusions

The project achieved all of its stated objectives and should use the present achievement levels as criterion measures for the next year. An evaluative rating of good was assigned to the project on the basis of the project outcomes. However, Title I principals and their K-4 staffs requested that the project become more organized. When asked to redistribute their Title I resources, Title I principals and staffs asked for less guidance project personnel than they had previously. On the basis of this finding, the project should be reviewed for changes in organizational structure to be proposed for the 1971-1972 academic year.

RETURNEE COUNSELOR

GRADE LEVEL: 9-12

NUMBER OF PUPILS: 232

PROJECT BUDGET: $74,794.00

STAFF: 4 Counselors
2 Aides

SCHOOLS INVOLVED:

Lincoln
North Division
South Division
West Division

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

ED1

RETURNEE COUNSELOR

... to increase the holding power of the school regarding potential dropouts ...

Population

Pupils in grades nine through twelve returning to school from correctional institutions were eligible for participation in this project. Counseling sessions were arranged, first, for returnees from correctional institutions who had returned since the start of the fall semester; second, for past returnees who were still on parole; and third, for pupils who had dealings with the law but had not as yet been committed to an institution.

Description

Special attendance and suspension procedures for the returning pupils were agreed upon by school administrators and project personnel. Counselors visited pupil homes to inform parents of the efforts and plans of the project as well as to enlist parental assistance in working with the pupils. The assistance of community groups and the Probation and Parole Department was also requested.

Flexible instruction through work experience, individual tutoring, and special class placement emphasized the areas of social awareness, work-study skills, and occupational awareness.

Objectives Evaluated

At the conclusion of the project:

1. The percentage of recidivists among the project pupils will be 10% less than the previous year.

2. The school attendance among the project population will be 5% less than the average attendance of the four Title I high schools.

Evaluation Procedures

The rates of recidivism for the 1970-1971 academic year at the four schools were compared to the 1969-1970 rates at the secondary schools as well as to the city-wide rate of recidivism.

The 1970-1971 attendance rates for the pupils involved in the project were compared to the total school attendance rates at their individual schools for the same time period. The attendance data from North Division High School was incomplete.

Previous Evaluation Findings

The 1969-1970 formal evaluation found that pupils involved in the project had a lower rate of recidivism than pupils in the previous year's project. It should be noted, however, that pupils in non-project Title I schools had less recidivism than pupils in project schools.

Current Evaluation Findings

Objective 1

The percentage of recidivists among the project pupils will be 10% less than the previous year.

Findings: The recidivist rate was not 10% less than the previous year.

Result: The objective was not met. See Table 4.

1971 1970

TABLE 4

RECIDIVIST RECORD OF PROJECT PUPILS RETURNING
FROM CORRECTIONAL INSTITUTIONS

School	Number of Returnees		Number of Recidivists		Percent of Recidivists	
	1969-1970	1970-1971	1969-1970	1970-1971	1969-1970	1970-1971
South	65	36	22	9	34	25
West	82	74	29	31	35	42
Lincoln	61	56	17	13	28	23
North	64	66	13	23	20	35
All Schools		793		209		26

Objective 2

The school attendance among the project population will be 5% more than the average attendance for the four Title I high schools.

Findings: School attendance was not 5% more than the average attendance of the four high schools.

Result: The objective was not met. See Table 5.

TABLE 5

SCHOOL ATTENDANCE RECORD OF RETURNEE
COUNSELOR PROJECT PUPILS

School	Percent of Days Attended		
	Recidivists	Non-Recidivists	School Average
South	67	69	83
West	58	61	80
Lincoln	67	67	82

Conclusions

Neither of the two project objectives was met. The second objective regarding the attendance of the project pupils was quite unrealistic, thereby leaving the evaluative rating to be made for the project based on the first objective. The rates of recidivism used for the first objective did not include those pupils who were involved in the project the previous year and were still being served by the counselors. In addition, the recidivism rates used did not reflect the finding that the pupil recidivism rate for pupils who have received counseling for a month and a half dropped to 16.8 percent.

Since the second objective was unrealistic, and the first objective had extenuating findings, an evaluative rating will be withheld until both the quantity and quality of objectives are improved for this project.

CLOTHING

GRADE LEVEL: Pre K-12

NUMBER OF PUPILS: 1,103

PROJECT BUDGET: $50,000

SCHOOLS INVOLVED:

All Title I Schools

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

ESEA 173

CLOTHING PROJECT

... to facilitate pupil participation
in educational activities ...

Population

Clothing was provided for those children who were participating in Title I ESEA educational activities and identified as needing clothing as a means to improve attendance, attitude, or behavior.

Description

A staff member referred a Title I ESEA child for a clothing allotment when this need was affecting the child's ability to participate in a Title I ESEA project. This referral and need was verified by a school administrator and given to the school social worker for action. The school social worker arranged for a meeting with the parents to confirm the need and explain the procedure for obtaining clothing. The school social worker initiated a referral to the Milwaukee County Department of Public Welfare (DPW) and identified the articles of clothing needed. The DPW issued a voucher to the parent who then selected merchandise from the clothing vendors.

Objectives Evaluated

1. Pupils for whom clothing is purchased will attend school more often during the 40 school days after the date of purchase on the voucher than the 40 days before the voucher purchase date.

2. 70% of the teachers of children for whom clothing is purchased will reply to a questionnaire stating that the clothing purchased was responsible for their pupil's improved self-image and improved attitude toward school.

Evaluation Procedures

Objective 1

> Pupils for whom clothing is purchased will attend school more often during the 40 school days after the date of purchase on the voucher than the 40 days before the voucher purchase date.

The names of all children receiving clothing were submitted to their school for a review of their attendance records. The schools furnished the child's attendance record for forty school days prior to the actual purchase of clothing and the days attended until spring break after the actual purchase. The average daily attendance of all pupils before and after purchase of clothing was compared to determine if there was any difference.

Objective 2

> 70% of the teachers of children for whom clothing is purchased will reply to a questionnaire stating that the clothing purchased was responsible for their pupil's improved self-image and improved attitude toward school.

The teachers of the children receiving clothing were administered a survey asking if the purchase of clothing was responsible for their pupil's improved self-image and attitude toward school. The teachers' responses were counted and served as a basis for judgment regarding the accomplishment of the objectives.

Previous Evaluation Findings

This project was initiated during the 1970-1971 school year, and therefore no formal evaluation was previously undertaken. The prior experience of school social workers revealed that certain children were not attending school because they lacked adequate clothing caused by their parents' limited income.

Current Evaluation Findings

Objective 1

Pupils for whom clothing is purchased will attend school more often during the 40 school days after the date of purchase on the voucher than the 40 days before the voucher purchase date.

Findings: The index for the average daily attendance for all children for 40 school days before purchase of clothing was 79%. The index for the average daily attendance for all children after the purchase date was 85%.

Result: The objective was met.

Objective 2

70% of the teachers of children for whom clothing is purchased will reply to a questionnaire stating that the clothing purchased was responsible for their pupil's improved self-image and improved attitude toward school.

Findings: 69% of the teachers have replied to a questionnaire stating that the clothing purchased was responsible for their pupil's improved self-image.

Findings: 62% of the teachers have replied to a questionnaire stating that the clothing purchased was responsible for their pupil's improved attitude toward school.

Result: The objective was not met.

Conclusions

Pupil average daily attendance did increase after the pupils received clothing. The increase, if considered over a 180 day school year, would amount to an average of 11 more school days attendance for each child. It was possible that the increase in attendance was a normal increase for that period of the school year and not related to the issuance of clothing. However, the majority of teachers whose pupils received clothing approved the value of the project and the finding led to a favorable evaluative rating for the project.

SOCIAL WORK

GRADE LEVEL: K-8

NUMBER OF PUPILS: 1,064

PROJECT BUDGET: $227,800.00

STAFF:

2 Supervisors
15 Social Workers*
2 Assistant Social Workers
36 Social Work Aides
2 Secretaries

SCHOOLS INVOLVED:

All Title I ESEA Elementary Schools

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*8 Social Workers Partially Funded Through the Secondary Learning Centers

ERIC 178

SOCIAL WORK

... to assist in resolving the school, home, and community problems that impede pupil progress and adjustment in school ...

Population

ESEA Title I Social Work Services were available to all the pupils in the Title I schools with special emphasis directed toward pupils in grades K-4. Children were selected for participation based on school personnel recommendation. Children also received services if they sought help on their own or were recommended by non-school personnel from social or health agencies.

Description

The school social workers provided professional service to alleviate conditions that precipitated a school problem. The emphasis of the service was on stimulating pupil motivation to achieve, work study skills, and social awareness. The following activities were usually provided to handle problems in the areas of pupil attendance, home conditions, educational conditions, psychological adjustment, health conditions, and general requests for information: home visitations, parental and child interviewing and counseling, legal action, community medical services, and school staff consultations.

371.1 87179

Objectives Evaluated

At the conclusion of the project:

1. 75% of the pupils referred to and verified by the school social worker as being truant will show an increase in school attendance from the date of the social worker's initial contact with the pupil to the time the social worker closes the case.

2. 80% of the school staff referring the pupil for service with regard to a home condition problem will respond positively to a survey made of them as to improvement in the condition of the child who received social service.

3. 80% of the school staff referring the pupil for service with regard to an educational problem will respond positively to a survey made of them as to improvement in the pupils particular problem.

4. 80% of the school staff referring the pupil for service with regard to emotional problems will respond positively to a survey that these problems lessened due to social work service.

5. 80% of the school staff referring the pupil for service with regard to health problems will respond positively to a survey that these problems will have been appropriately handled by the social worker to obtain medical care.

6. 80% of the school staff requesting social work service to provide information to assist the school with educational planning for a child will respond positively to a survey that social service adequately provided this service.

Evaluation Procedures

The coordinator of social work services, working in conjunction with the Department of Educational Research, established objectives for this year's project. The social workers kept attendance records for the pupils who were identified as attendance problems. The social workers were asked to keep records indicating the referring party and the general problem area. These records were submitted to the Department of Educational Research which sent surveys to the referring party soliciting their perception of the success of the social work services. The referring person's responses were compared to

the objectives to determine the success of the project in meeting its predetermined goals.

Previous Evaluation Findings

The 1966-1967 evaluation found no significant changes in the project pupils' attendance, conduct, and academic achievement over the duration of project involvement. A project personnel questionnaire indicated a positive reaction toward the project.

The 1967-1968 evaluation found no significant difference between project and non-project pupils' attitude toward self and school.

The 1968-1969 evaluation found comparison pupils to have significantly higher conduct grades and attendance than project pupils. As in past evaluations, the classroom teachers, Title I coordinators, and principals expressed a positive reaction toward the project.

The 1969-1970 evaluation documented the activities the social worker used to resolve the problems they encountered.

Current Evaluation Findings

Objective 1

75% of the pupils referred to and verified by the school social worker as being truant will show an increase in school attendance from the date of the social worker's initial contact with the pupil to the time the social worker closes the case.	Findings: 60% of 129 pupils referred to and verified by the school social worker as being truant have shown an increase in school attendance from the date of the social worker's initial contact with the student to the time the social worker closes the case. Result: The objective was not met.

---

081 181

Objective 2

80% of the school staff referring the pupil for service with regard to a home condition problem will respond positively to a survey made of them as to improvement in the condition of the child who received social services.

Findings: 60% of the school staff referring 35 pupils for social work service have responded positively to a survey made of them as to improvement in the condition of the child who received social services.

Result: The objective was not met.

Objective 3

80% of the school staff referring the pupils for service with regard to an educational problem will respond positively to a survey made of them as to the improvement in the pupil's particular problem.

Findings: 77% of the school staff referring 388 pupils for social work service have responded positively to a survey made of them as to improvement in the pupil's problem.

Result: The objective was not met.

Objective 4

80% of the school staff referring the pupil for service with regard to emotional problems will respond positively to a survey that these problems lessened due to social work service.

Findings: 73% of the school staff referring 44 pupils for social work service for emotional problems have responded positively to a survey that these problems lessened due to social work service.

Result: The objective was not met.

Objective 5

80% of the school staff referring the pupil for service with regard to health problems will respond positively to a survey that these problems will have been appropriately handled by the social worker to obtain medical care.

Findings: 88% of the school staff referring 8 pupils for service with regard to health problems have responded positively to a survey that these problems have been appropriately handled by the social worker to obtain medical care.

Result: The objective was met.

Objective 6

80% of the school staff requesting social work service to provide information to assist the school in their work with and educational planning for a child will respond positively to a survey that social service adequately provided this service.

Findings: 71% of the 24 school staff personnel requesting social work service to provide information to assist the school in their work with educational planning for a child have responded positively to a survey that social service adequately provided this service.

Result: The objective was not met.

Conclusions

The project was successful in meeting one of its six objectives. However, the performance levels for these project objectives were estimates made by project personnel and were not based upon previous year's data. Therefore, no adequate judgment of project effectiveness could be made based upon these findings.

The fact that Title I principals asked for an increase in the number of social workers for their schools would imply that the project had a valuable effect in the Title I schools.

183

PSYCHOLOGICAL SERVICES

GRADE LEVEL: K-8

NUMBER OF PUPILS: 1,041

PROJECT BUDGET: $189,582.00

STAFF:
17 Psychologists*
1 Supervisor*
2 Teachers of Emotionally Disturbed*
8 Aides
4 Secretaries

SCHOOLS INVOLVED:

All Title I ESEA Elementary Schools

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*70% Funded by State Division for Handicapped Children — 8 Psychologists Partially Funded Through the Secondary Learning Centers

PSYCHOLOGICAL SERVICES

... to provide individual and group therapy for children with serious learning, emotional, and behavior problems ...

Population

The project served pupils in grades K-8 with special concentration on pupils in grades K-4. Pupils referred by teachers and administrators usually demonstrated seriously inadequate coping behavior in handling learning, behavior, and emotional problems.

Description

This project provided psychotherapeutic services to Title I pupils, inservice activities for non-professional as well as professional staff, and involvement opportunity for parents and community members. The types of psychotherapeutic activities available for ESEA Title I children were facilitative therapy, behavior modification techniques, and cognitive skill development. Facilitative therapy was an individually designed psychoeducational program utilizing such materials as programmed instruction, pictures, tapes, games, stories, and manipulative objects applied with the help of a teacher, parent aide, or an older child for whom the psychologist acts as the initiator and consultant. Specific behavior modification techniques were used with individuals, groups, or a total classroom to guide the behavior of the withdrawn, aggressive, verbal, or non-verbal pupil. Cognitive skill development was based upon theoretical constructs similar to those used by Piaget concerning the process of acquiring systems of thinking.

1981 185

Objectives Evaluated

Although this project had objectives, the objectives were of such a nature that each psychologist would have to give pretests and posttests to each therapy pupil and turn these results over to an evaluator. For the current year, this task was administratively not practical; the practicality of this matter is being worked out for next year's evaluation.

Evaluation Procedures

The Title I psychologists were asked to list the names of pupils who have had therapy during the school year. In May, a questionnaire was sent out to the teachers who referred 388 pupils for therapy. This questionnaire concerned itself with the teachers' reaction to the affect of the therapy on the pupil enthusiasm for learning, compliance with adult direction and authority, ability to communicate with adults, ability to concentrate on and complete assignments, ability to socialize with peers, and attitude toward school work. Two additional questions were concerned with the overall effectiveness and influence of the project on teacher ability to teach children with special learning or behavior problems.

Previous Evaluation Findings

The 1966-1967 formal evaluation used a pretest-posttest one group evaluation design to assess pupil progress in arithmetic computation, conduct, reading, and attitudes toward school, self, peers, academic success, morale, self-image, and interpersonal relationships with peers and teachers. Statistically significant pupil growth, at the .05 level, was found only in arithmetic computation and reading.

The 1967-1968 formal evaluation compared treatment and comparison pupils on their self-concept and attitude toward school. A multiple regression and covariance procedure found no significant differences between project and non-project pupils. The criterion measures for project and non-project pupils were adjusted for initial differences in IQ, academic report card grades, conduct, and attendance.

The formal evaluation for the 1968-1969 academic year used a pretest-posttest comparison group evaluation design to compare project and non-project pupils on their conduct, attendance, and attitude toward self. A multiple regression and covariance procedure adjusted the criterion measures for initial differences between project and non-project pupils in sex, grade level, IQ, attendance, and age.

The comparison pupils had significantly better attendance and conduct than the project pupils. However, the reliability of this finding was lessened somewhat by the inability of the adjusting variables to account for more than half of the pupil performance on any criterion measure.

The 1969-1970 formal evaluation attempted to give a description and explanation of the multiple factors affecting the therapeutic process used by the psychologists to resolve pupil problems. A case study approach was initiated to better describe the types of behavioral and emotional pupil problems encountered by the psychologists in their work. The evaluation gave the reader a sample of case studies which involved one very successful therapy case, one moderately successful case, and one unsuccessful therapy case. The final three case studies used in the evaluation were chosen randomly from the 22 case studies written for the Department of Educational Research and Program Assessment.

384 187

For all previous formal evaluations, principals and teachers have agreed upon the value and importance of the services rendered by the psychologists to the schools.

Current Evaluation Findings

Question 1: What change has there been in the problem that prompted the decision to refer the pupil to the school psychologist?	Findings: There were 346 responses to this question. Seven percent of the responding teachers felt that their pupil's behavior was worse after therapy. Thirty percent saw no apparent change in pupil behavior. Fifty-six percent of the teachers perceived some improvement in pupil behavior, and seven percent perceived much improvement after therapy.
Question 2: What change has there been in the pupil's compliance with adult direction and authority?	Findings: There were 364 responses to this question. Nine percent of the responding teachers perceived pupil compliance with authority to be worse after therapy. Twenty-six percent saw no apparent change in pupil behavior. Fifty-nine percent of the teachers perceived some improvement in pupil compliance with authority, while six percent felt that much improvement had occurred as a result of therapy.
Question 3: What change has there been in the pupil's enthusiasm for learning in at least one academic area?	Findings: Three hundred and fifty-five responses were made to this question. Three percent of the responding teachers felt that the pupil enthusiasm for learning in at least one academic area was worse after therapy. Thirty-four percent saw no apparent change in pupil enthusiasm. Fifty-three percent of the teachers perceived some improvement in pupil enthusiasm for learning in at least one academic area, while ten percent perceived much improvement.

Question 4: What change has there been in the way this pupil is able to communicate with adults?

Findings: Three hundred and fifty-three responses were made to this question. Three percent of the responding teachers felt that pupil communication with adults was worse after therapy. Thirty-four percent of the teachers saw no apparent change in pupil communication. Fifty-eight percent of the teachers thought that there was some improvement in pupil communication with adults, while five percent thought there had been much improvement.

Question 5: What change has there been in this pupil's ability to pay attention, concentrate on, and complete tasks?

Findings: Three hundred and fifty-nine responses were made to this question. Eight percent of the responding teachers felt that pupil ability to complete tasks was worse after therapy. Thirty-eight percent of the teachers saw no change in pupil ability to complete tasks. Forty-seven percent noted some improvement while seven percent saw much improvement in pupil ability to complete tasks.

Question 6: What change has there been in this pupil's ability to socialize with his peers?

Findings: Three hundred and forty-eight responses were made to this question. Six percent of the responding teachers felt that pupil ability to socialize with his peers was worse after therapy. Thirty-four percent of the teachers perceived no change in ability to socialize with peers. Fifty-six percent of the teachers saw some improvement in pupil ability to socialize with peers, while four percent felt that much improvement was made in this ability as a result of therapy.

8011 189

Question 7: What change has there been in this pupil's attitude towards school and schoolwork?

Findings: Three hundred and seventy-eight responses were made to this question. Five percent of the responding teachers felt that pupil attitude towards school and schoolwork was worse after therapy. Thirty-five percent of the teachers saw no apparent change in pupil attitude. Fifty-three percent of the teachers felt that some improvement had resulted from therapy, while seven percent noted much improvement.

Question 8: As a result of your activities with the school psychologist, has there been a positive change in your ability to teach children with special learning or behavior problems?

Findings: Sixty-five percent of the three hundred and thirty-seven teachers responding to this question indicated that the activities of the school psychologist had a positive affect upon their ability to teach children with special learning and behavior problems.

Conclusions

On the basis of the general finding that over fifty percent of the classroom teachers were satisfied with their pupils' improvement as a result of this project, the Psychological Services Project would seem to be effective. Most Title I elementary schools thought that this project should be expanded so that more children could be served.

SPECIAL EDUCATIONAL AND SERVICE CENTERS

GRADE LEVEL: K-12

NUMBER OF PUPILS: 270

PROJECT BUDGET: $461,539.00

STAFF:

1 Coordinator
2 Administrators
2 Psychologists
2 Guidance Specialists
2 Social Workers
2 Speech Pathologists
6 Diagnostic Teachers
4 Reading Clinic Teachers
2 Clinical Educators
2 Reading Specialists
2 Assistant Social Workers
6 Teacher Aides
5 Secretaries
3 Contracted Medical Staff

SCHOOLS INVOLVED:

All Title I Schools Eligible

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

SCI 191

SPECIAL EDUCATIONAL AND SERVICE CENTERS

... an interdisciplinary approach to the early diagnosis of pupil educational needs and problems.

Population

Pupils were referred to the centers by administrators, teachers, and supportive professional personnel.

Referred pupils were considered in accordance with the referral system below and the professional time available as determined by the center administrator. Considered first were pupils in pre-kindergarten through grade four in ESEA Title I schools or institutions; considered second were pupils in the same grade range but from non-ESEA schools and classified as handicapped; considered third were pupils in grades 5-12 in ESEA schools or institutions; and considered last were pupils in grades 5-12 but from non-ESEA schools or institutions and classified as handicapped.

Description

Pupils referred to the centers were placed on waiting lists and sent to a center at the earliest possible date.

The project staff studied in detail the referral and other professional information which might have related to the problem situation to determine what additional physical, social, and cognitive-affective behavioral data was needed for a comprehensive analysis. The necessary diagnostic data were obtained through observing, examining, testing, interviewing, consulting, and interacting to determine the pupil's physical, social, and cognitive-affective performance levels. Staff members interchanged the diagnostic information in a systematic and flexible manner so that all probable problem parameters relating to the physical, social, and cognitive-affective behavior of the pupil were considered in terms of their intensity, complexity, and interrelatedness. Lastly an educational strategy was based on the anticipated growth of the pupil's physical, social, and cognitive-affective behavior and a set of recommendations made which could be implemented as part of the pupil's educational future.

Objectives Evaluated

At the end of the project:

1. 90% of the teachers receiving Special Educational and Service Center or school staff support will respond to a survey that the educational recommendations were feasible for use in the classroom.

2. 90% of the teachers receiving Special Educational and Service Center reports, with added support from one or more of the school professional resources (i.e., psychologist, guidance counselor, school social worker, etc.), will respond to a survey that the educational recommendations were feasible for use in the classroom.

3. 95% of the teachers receiving Special Educational and Service Center reports, with support for their pupils from one or more Special Educational and Service Center staff members, will respond to a survey that the educational recommendations were feasible for use in the classroom.

4. 75% of the teachers who have received support from any of the Special Educational and Service Center staff will react favorably to the support when responding to survey.

5. 60% of the teachers who have received a Special Educational and Service Center report will respond to a survey that they increased their understanding of the pupil's cognitive-affective behavior.

6. 70% of the teachers receiving Special Educational and Service Center reports will respond that the pupil is making some positive progress in the classroom.

Evaluation Procedures

The stated objectives were based on project goals and data obtained from the 1969-1970 formal evaluation.

The Special Educational and Service Centers kept records of all students entering the project and the referring party. Those teachers whose pupils were returned to class with a recommended education plan were sent a questionnaire. The teachers were informed of the services rendered by the center and were asked their opinions regarding the services. The objectives related to the services, and the responses were analyzed accordingly.

Previous Evaluation Findings

The 1968-1969 formal evaluation indicated that teachers and principals generally agreed that the project had been satisfactory in its ability to provide them with a better understanding of pupil problems. The teachers felt that their pupils made small positive changes in behavior as a result of the diagnostic and treatment service of this project.

The 1969-1970 formal evaluation found that teachers and principals perceived a slight positive change in their pupils and that the center recommendations were somewhat effective. In general, the teachers and principals expressed positive attitudes toward the work of the centers.

Current Evaluation Findings

Objective 1

90% of the teachers receiving Special Educational and Service Center or school staff support will respond to a survey that the educational recommendations were feasible for use in the classroom.	Findings: 89% of 36 teachers responded that the educational recommendations were feasible for use in the classroom. Result: The objective was not met.

Objective 2

90% of the teachers receiving Special Educational and Service Center reports, with added support from one or more of the school professional resources (i.e., psychologist, guidance counselor, school social worker, etc.), will respond to a survey that the educational recommendations were feasible for use in the classroom.	Findings: 95% of 102 teachers responded that the educational recommendations were feasible for use in the classroom. Result: The objective was met.

ED 041194

Objective 3

95% of the teachers receiving Special Educational and Service Center reports, with support for their pupils from one or more Special Educational and Service Center staff members, will respond to a survey that the educational recommendations were feasible for use in the classroom.

Findings: 95% of 75 teachers responded that the educational recommendations were feasible for use in the classroom.

Result: The objective was met.

Objective 4

75% of the teachers who have received support from any of the Special Educational and Service Center staff will respond favorably to the support when responding to the survey.

Findings: 91% of 101 teachers responded favorably to the center support when responding to the survey.

Result: The objective was met.

Objective 5

60% of the teachers who have received a Special Educational and Service Center report will respond to a survey that they increased their understanding of the pupil's cognitive-affective behavior.

Findings: 93% of 109 teachers responded that they increased their understanding of the pupil's cognitive behavior. 86% of 109 teachers responded that they increased their understanding of the pupil's affective behavior.

Result: The objective was met.

Objective 6

70% of the teachers receiving Special Educational and Service Center reports will respond that the pupil is making some positive progress in the classroom.

Findings: 74% of 110 teachers responded that the pupil was making some positive progress in classroom behavior. 71% of 113 teachers responded that the pupil was making some positive progress in classroom attitude. 77% of 114 teachers responded that the pupil was making some positive progress in classroom achievement.

Result: The objective was met.

Two pupils were selected at random from the list of pupils who received evaluation during the first semester of the 1970-1971 school year. The Special Educational and Service Centers were asked to write a case study for each pupil and these studies are presented as examples of the service provided at the centers.

Case I

Boy A was referred to a Special Educational and Service Center for educational planning. He was reported to be having difficulty due in part to his being easily distracted in class. Consequently, his progress was slow. The school reported his classroom behavior was within acceptable limits; however, he presented a problem on the playground. He had spent four semesters in kindergarten.

He was seen by the center staff during the first semester of the 1968-1969 school year. He was found to have average intelligence. There were indications that he had many emotional problems. He was lacking in most skills necessary for progress in reading.

The staff met to discuss the findings of their evaluations and to make recommendations to the school. Since there was some question as to the cause of his learning problems, it was decided that a placement in the center LIP Diagnostic class would be necessary before any further planning or recommendations could take place.

He was enrolled in the Diagnostic class in the center on January 12, 1970. It was found that he feared failure and felt inadequate. He often reacted negatively to teacher requests. Learning impairments were observed in the classroom. The teacher found that he was extremely dependent at the beginning of the diagnostic period. The parents were contacted and their support was enlisted by the teacher. At the conclusion of the diagnostic class enrollment period, his work habits had improved and he was able to complete most assignments.

The staff met to discuss placement possibilities and to discuss the findings of their re-evaluations and to hear the observations of the teacher. It was recommended at the staffing that he be enrolled in a regular class in the fifth grade. The parents were advised of the open enrollment policy since they had openly expressed their feelings about his returning to his home school. Counseling by the guidance services and the diagnostic teacher was suggested to ready him for his return to the regular class. A recommendation was made to have the home school social worker maintain contact with the school and do any necessary follow-up. The school furnished materials and suggestions to be used when working with him.

Presently, the parents have not made any effort to enroll their son in another school despite their strong feelings about the home school. It appears that he has made a satisfactory adjustment. This center will continue to do follow-up on a regular basis or whenever the school requests assistance.

Case II

Miss B was referred to the Special Educational and Service Center by a non-public school upon suggestion of the parent. She was having learning difficulty in the first grade.

Although her parents are concerned about their children, the attention given to the oldest son's problems in the community caused her difficulty to be somewhat overlooked.

Upon center examination, it was found she was functioning in the borderline range of intelligence with general underachievement. Many perceptual deficits were noted. Psychoneurologic tests revealed cerebral dysfunction which also contributed to her problems.

In order to ascertain the effect of her perceptual deficits in learning, particularly reading, she was placed in the center's diagnostic class for further evaluation. While at the center, she was seen by the psychologist periodically for further assessment and training. Through observation and further evaluation, it was thought she could function in a regular classroom. After remediation in perceptual areas, the best avenues of learning were determined, and she returned to her original school. She continued in a developmental reading series with emphasis on the phonetic approach. Remediation for visual perception through Frostig exercises was also instituted.

Her family is now receiving counseling through a community family service agency to help cope with the various problems a family of ten encounters.

Conclusions

The Special Educational and Service Centers achieved five of their six stated objectives. The only objective not achieved was only one percent short of the standard expected to be accomplished. All of the findings indicated that teachers who were familar with the project believed the project was successful. The project was given a good evaluative rating for improving upon the previous year's outcomes.

SOCIAL IMPROVEMENT

GRADE LEVEL: Pre K-12

NUMBER OF PUPILS: 6,028

PROJECT BUDGET: $25,602.00

STAFF: 1 Administrator*
7 Instructors

SCHOOLS INVOLVED:

Allen-Field	LaFollette	Boniface Community
Auer	Lloyd	Bruce-Guadalupe Community
Berger	MacDowell	Francis Community
Brown	McKinley	Martin Luther King Community
Clarke	Meinecke	Michael Community
Elm	Ninth	
Fifth	Palmer	
Forest Home	Siefert	
Garfield	Twelfth	
Holmes	Twentieth	West Division
Hopkins	Twenty-first	
Kilbourn	Walnut	

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded

00199

SOCIAL IMPROVEMENT

... To provide educational experience
in the area of human and personal relations ...

Population

The Social Improvement Project operated primarily at the elementary school level with the exception of one secondary school. At the elementary school level, project personnel worked with entire classes from pre-school through grade 8. Approximately 70% of the project classes were at the intermediate level, grades four to six.

At the participating high school, individual pupils selected by the principal or guidance counselor attended social improvement classes, on a voluntary basis, three times a week over a nine week period.

Description

The social improvement teacher provided appropriate materials related to grooming, hygiene, manners, improvement of self-image, and interpersonal relationships. These materials were presented through discussion groups, audio-visuals, role-playing situations, panel discussions, and general question and answer periods.

A culminating activity for most classes and groups was a dining experience in the form of a restaurant breakfast or lunch or an outdoor picnic. Each objective of the project was focused on this culminating activity.

00200

Objectives Evaluated

At the end of the project:

1. 75% of fourth and fifth grade project pupils will be able to answer correctly 75% of the items on a locally-devised test on manners, etiquette, grooming, and personal hygiene.

2. Classroom teachers and project instructors will have observed an improvement in behavior in the classroom and in the social situations on the part of most of the project pupils as measured by a pupil checklist.

3. 75% of the project pupils will have shown improvement in desirable grooming habits and personal hygiene as measured by a pupil checklist.

Evaluation Procedures

A locally-devised test on manners, etiquette, grooming, and personal hygiene was administered at the end of the year to a sample of 161 fourth and 159 fifth grade project pupils at 13 schools in order to measure pupil knowledge in these areas.

Classroom teachers and project instructors identified by means of a checklist those pupils in the sample who showed improvement in behavior in the classroom and in social situations such as the lunchroom, playground, and dine-out activity. Improvement in desirable grooming habits and personal hygiene for pupils in the sample was also indicated on the profile checklist completed by classroom teachers and project instructors.

Previous Evaluation Findings

The 1967-1968 formal evaluation of this project used a multiple regression and covariance model to analyze project pupil and non-project pupil attitudes toward school and self. The attitude scores for both groups of pupils were adjusted for initial differences between the groups in conduct, attendance, reading, language ability, arithmetic, social studies, science, art, music,

01201

and physical education. The results of this analysis indicated that there was insufficient evidence to state that the project was more effective in building positive attitudes toward school and self than a comparison project.

In 1968-1969, 16 of 20 classroom teachers in five sample elementary schools ranked the Social Improvement Project as one of the three most beneficial projects of the Title I Program.

In 1969-1970, 52 classroom teachers of a random sample of 76 elementary teachers, whose pupils participated in the program, said that most of their pupils exhibited some or much change in manners, grooming, personal hygiene, attitude toward school and self, and ability to get along with others. Project instructors felt that project pupils showed the greatest improvement in the areas of personal hygiene and attitude toward self.

Current Evaluation Findings

Objective 1

75% of the fourth and fifth grade project pupils will be able to answer correctly 75% of the items on a locally-devised test on manners, etiquette, grooming, and personal hygiene.

Findings: 84% of the 161 fourth grade project pupils and 93% of the 159 fifth grade project pupils in the sample answered correctly 75% of the items on a locally-devised test on manners, etiquette, grooming, and personal hygiene.

Result: The objective was met.

EC 10202

Objective 2

Classroom teachers and project instructors will observe an improvement in behavior in the classroom and in social situations on the part of most of the project pupils as measured by a pupil checklist.

Findings: Classroom teachers observed that 68% of the pupils in the sample, who needed improvement in behavior, did improve. Project instructors said that 92% of the pupils in the sample, who needed improvement in behavior, did improve.

Result: The objective was met.

Objective 3

75% of the project pupils will show improvement in desirable grooming habits and personal hygiene as measured by a pupil checklist.

Findings: Classroom teachers said that 71% of the pupils in the sample, who needed improvement in desirable grooming habits and personal hygiene, did improve. Project instructors said 89% of the pupils in the sample, who needed improvement in desirable grooming habits and personal hygiene, did improve.

Result: The objective was not met according to classroom teacher perception but was met according to project instructor perception.

Conclusions

Two of three objectives evaluated were clearly met. However, the Social Improvement Project was perceived to be the least effective project in Title I schools by the principals and their K-4 staffs. A decrease in project staff was suggested by the principals and teachers. These latter findings decreased the good effectiveness rating that would have been given to the project on the basis of the objectives accomplished.

FIELD TRIPS

GRADE LEVEL: K-4

NUMBER OF PUPILS: 35,819

PROJECT BUDGET: $20,000.00

STAFF: 1 Supervisor*
1 Clerical

SCHOOLS INVOLVED:

All Title I Elementary Schools

PROJECT OPERATION AND CONTROL
Division of Curriculum & Instruction
Title I Office

*Board Funded

FIELD TRIPS

... to provide funds for field trips which will enrich the curriculum for the educationally deprived child ...

Population

All children in grades kindergarten through fourth grade in ESEA Title I public and non-public schools were eligible for the field trip service. First hand contacts provided children with experiences which were not only benefivial in making interpretations more meaningful, but which were likely to be the most effective avenues through which children become informed about their social and natural environment.

Parents of children from deprived homes in large urban communities usually were financially unable to provide their children with opportunities for direct, first-hand experiences outside the home environment. The Field Trips Project was intended to fill this void in the lives of pupils from disadvantaged homes.

Description

Based upon an allocation of transportation funds to each Title I public and non-public elementary school, the classroom teacher, through the principal, submitted a field trip permit form requesting bus transportation to a particular place. The classroom teacher selected the field trip to be made based upon the class need or which trip contributed to the specific goals and objectives for his students. Therefore, other than allocating and accounting for field trip transportation funds, the field trip project was not directly involved or responsible for determining specific goals and objectives. However, the project did contribute a means by which the teacher could develop relevant learning experiences outside the confines of the classroom.

Objectives Evaluated

The primary objective of the Field Trip Project was to provide funds to Title I schools for the purpose of taking field trips. The allocation of funds to each school was based upon the number of children served in the school. These funds assured teachers in Title I schools that there would be opportunities to provide outside enrichment experiences to their pupils to complement or supplement the classroom work.

Evaluation Procedures

Since the project's only objective was to provide funds for field trips, no formal evaluation was made. Data on the number of trips and pupil participation were collected from records maintained by the project director. The allocation of funds to each Title I school was verified through records maintained by the Title I building coordinator.

Previous Evaluation Findings

Prior to the current year, the Title I Field Trip Project was evaluated as a component of the Title I Outdoor Education Program, which also included the Mobile Laboratory and the Naturalist projects. These evaluations indicated agreement among teachers, parents, and pupils that the Outdoor Education Program was of great value in widening the learning experiences of children from disadvantaged backgrounds. The 1969-1970 evaluation indicated that Title I elementary classrooms went on significantly more field trips than did non-Title I elementary classrooms.

ED 0206

Current Evaluation Findings

Objective 1

To provide funds for field trips to Title I public and non-public schools.

Findings: Funds for field trips were allocated to all Title I public and non-public schools serving children in grades K-4, the project's area of concentration.

Result: The project's objective was met.

Conclusions

The Field Trip Project has this year and in previous years been a successful supplement to the work undertaken by Title I pupils in their regular classrooms. The project was given a good evaluative rating.

MOBILE LABORATORY

GRADE LEVEL: P1-6

NUMBER OF PUPILS: 7,410

PROJECT BUDGET: $27,478.00

STAFF:
1 Teacher-Interpreter
1 Teacher Aide
1 Truck Driver
1 Secretary*

SCHOOLS INVOLVED:

Allen-Field	LaFollette	Bruce-Guadalupe
Auer	Lee	Boniface Community
Berger	Lloyd	Leo Community
Brown	MacDowell	Michael Community
Clarke	McKinley	St. Stanislaus
Elm	Ninth	Holy Ghost Lutheran
Fifth	Palmer	Urban Day Community
Forest Home	Siefert	
Fourth	Twelfth	
Garfield	Twentieth	
Holmes	Twenty-first	
Hopkins	Vieau	
Kilbourn	Walnut	

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Part Time

0208

MOBILE LABORATORY

... working with the tools of science in a laboratory environment, the child's interest in science will be greatly stimulated and perhaps point him toward a future vocation ...

Population

The Mobile Laboratory Project served children in P1 through grade six in all Title I schools, both public and non-public. The traveling laboratory allowed one of four basic units to be brought to the participating students who were given the opportunity to manipulate laboratory tools and equipment in scientific methodology. The laboratory experience was correlated with the existing curriculum to enrich the science program in the school.

Description

A 42 ft. x 10 ft. mobile laboratory brought the world of conservation and science to children of Title I public and non-public elementary schools. Upon request of the principal, the mobile laboratory was parked in the school area for several days during which time successive classes or groups of 24 children were instructed by the teacher-interpreter. The students rotated among three investigative stations within the trailer and spent a total of approximately one hour in the lab. The children were given the opportunity to use such laboratory equipment as microscopes, glass culture slides, eye droppers, thermometers, etc. Four basic units or display themes were offered during particular periods of the school year. These units were "Animal Adaptation," "Minute Plants and Animals," "Urban Environment," and "Environmental Inquires."

019209

Objectives Evaluated

At the conclusion of the project:

1. 85% of the teachers will respond on a survey that the class exposure to the Mobile Laboratory Project considerably enriched the science program in their classes.

2. 71% of the teachers will respond on a survey that the material of the Mobile Laboratory Project related considerably well with the science units being offered this year.

3. 72% of the teachers will respond on a survey that pupil interest in science was considerably stimulated by the Mobile Laboratory Project.

4. 71% of the teachers will respond on a survey that the children followed up the Mobile Laboratory Project presentation with discussion and experimental manipulations such as making a water drop microscope, etc.

Evaluation Procedures

A questionnaire incorporating the project objectives was sent to a 50% random selection of all classroom teachers in the Title I public schools whose classes participated in the Mobile Laboratory Project. In addition, the questionnaire was sent to all classroom teachers in the Title I non-public schools whose classes particpated in the project.

Previous Evaluation Findings

Formal evaluations of this project for several years prior to the 1969-1970 school year consistently indicated strong agreement among teachers, parents, and pupils that the Mobile Laboratory Project was of great value in widening the learning experiences of disadvantaged children outside the confines of the regular classroom. The 1969-1970 evaluation sought to determine whether Title I elementary schools participated in significantly more outdoor experiences than did a comparison group of non-Title I elementary schools, and the findings indicated that they did.

Current Evaluation Findings

A questionnaire was sent to 122 public school teachers and to 21 non-public school teachers. Eighty-eight of the public school teachers (72%) responded and sixteen (76%) of the non-public school teachers responded, with an overall response of 72.7%.

Objective 1

86% of the teachers will respond on a survey that the class exposure to the Mobile Laboratory Project considerably enriched the science program in their classes.

Findings: 89% of the teachers surveyed responded that the class exposure to the Mobile Laboratory Project considerably enriched the science program in their classes.

Result: The objective was met.

Objective 2

71% of the teachers will respond on a survey that the material of the Mobile Laboratory Project related considerably well with the science units being offered this year.

Findings: 71% of the teachers surveyed responded that the material of the Mobile Laboratory Project related considerably well with the science units that were offered this year.

Result: The objective was met.

Objective 3

72% of the teachers will respond on a survey that pupil interest in science was considerably stimulated by the Mobile Laboratory Project.

Findings: 87% of the teachers surveyed responded that pupil interest in science was considerably stimulated by the Mobile Laboratory Project.

Result: The objective was met.

Objective 4

71% of the teachers will respond on a survey that the children followed up the Mobile Laboratory Project presentation with discussion about the experience.

Findings: 94% of the teachers surveyed responded that the children followed up the project presentation with discussion about the experience.

Result: The objective was met.

Objective 5

71% of the teachers will respond on a survey that the children followed up the Mobile Laboratory Project presentation with experimental manipulations such as water drop micriscopes, etc.

Findings: 47% of the teachers surveyed responded that the children followed up the project presentation with experimental manipulations such as water drop microscopes.

Result: The objective was not met.

Conclusions

The Mobile Laboratory Project successfully accomplished all of its objectives with the exception of objective 5, which had to do with pupil follow-up activity of making such things as water-drop microscopes. Many of the first and second grade teachers indicated that their students were too young to undertake such activities. Therefore, it appeared that objective 5 was somewhat unrealistic for the total pupil population and perhaps should have been applicable only to participants in the middle elementary grades or higher.

The project was given an evaluative rating of good for having improved upon its 1969-1970 outcomes.

NATURALIST

GRADE LEVEL: K-4

NUMBER OF PUPILS: 4,599

PROJECT BUDGET: $6,475.00

STAFF: 2 Naturalists*
1 Secretary*

SCHOOLS INVOLVED:

Allen-Field	Kilbourn	Twenty-first
Auer	LaFollette	Vieau
Berger	MacDowell	Walnut
Brown	Meinecke	Boniface Community
Clarke	Ninth	Leo Community
Elm	Palmer	Michael Community
Fifth	Siefert	St. Stanislaus
Forest Home	Twelfth	Urban Day Community
Holmes	Twentieth	Sharon 7th Day Adventist

PROJECT OPERATION AND CONTROL
Division of Municipal Recreation and Adult Education
Title I Office

*Part Time

213

NATURALIST

... through direct experiences in an outdoor setting, the child can become aware of his relationship to his environment ...

Population

The Naturalist Project concentrated on serving children at the early elementary level (K-4). All Title I schools, both public and non-public, qualified for this service. Each school was informed of the opportunities available in the way of interpretive guide trips. The classroom teacher played a most vital role in exposing the child to this outdoor educational experience since it was upon the teacher's initiative and interest that classes or groups were selected for participation.

Description

A naturalist service was offered to Title I public and non-public schools at three nature interpretive centers: Grant Park, Hawthorne Glen, and Palmyra. Based upon a teacher request, a field trip was authorized under Title I funds and scheduled to one of the three centers. Prior to the field trip, teachers were supplied with materials concerning activities and things to see and do at the centers, as well as on-the-spot orientation as to saftey rules, clothing, etc. A naturalist served as a guide and teacher for each group and displayed and discussed many specimens of natural resources. The tours provided the pupils with first-hand experiences in a natural environment. In addition, teachers were provided suggestions for classroom nature and conservation projects.

Objectives Evaluated

At the end of the project:

1. 85% of the classroom teachers will respond to a survey given after the field trip, stating that the children were more interested in the natural environment after the trip than before the trip.

2. 50% of the classroom teachers will respond that the content covered by the Naturalist Project was relevant to the material being covered in the classroom at that time.

Evaluation Procedures

In order to determine if the project objectives were successfully achieved, a questionnaire was sent to each of the public and non-public classroom teachers whose classes participated in the project.

Previous Evaluation Findings

Evaluations of this project in prior years indicated strong concurrence on the part of teachers, parents, and pupils that the Naturalist Project was of considerable value in widening the learning experiences of disadvantaged children outside the confines of the regular classroom. Since the main rationale for this project was that children from economically deprived homes did not have the opportunity to participate in outdoor experiences as did more fortunate children, the 1969-1970 evaluation sought to determine if classrooms in Title I schools were participating in significantly more outdoor experiences than were classrooms from non-Title I schools. The findings indicated that they were.

Current Evaluation Findings

A questionnaire was sent to 67 public school teachers and to 25 non-public school teachers whose classes participated in the project. Fifty-seven public school teachers completed and returned the questionnaire and 17 non-public school teachers responded, for a total response return of 80%.

Objective 1

85% of the classroom teachers will respond to a survey given after the field trip, stating that the children were more interested in the natural environment after the trip than before the trip.

Findings: 85% of the teachers who responded to the questionnaire after the field trip stated that the children were now more interested in the natural environment than they were before the trip.

Result: The objective was met.

Objective 2

50% of the classroom teachers will respond that the content covered by the Naturalist project was relevant to the material being covered in the classroom at that time.

Findings: 85% of the responding teachers indicated that the content covered by the project was relevant to the material being covered in their classrooms at that time.

Result: The objective was met.

Conclusions

The Naturalist Project successfully accomplished both of its stated objectives. From the volunteer comments included on the questionnaires by a number of teachers, it appears this project is especially valuable and relevant to the lower primary grades, especially the 1st and 2nd grades. The project was given a good evaluative rating.

DIAGNOSIS OF INSTRUCTIONAL NEEDS THROUGH PRIMARY TESTING

GRADE LEVEL: K-4

NUMBER OF PUPILS: 8,182

PROJECT BUDGET: $27,627.00

STAFF: 1 Testing Specialist
1 Clerical*

SCHOOLS INVOLVED:

All Title I ESEA Public
Elementary Schools

Project Operation and Control
Division of Planning and Long-Range Development
Title I Office

*Part Time

DIAGNOSIS OF INSTRUCTIONAL NEEDS THROUGH PRIMARY TESTING

... to provide primary school teachers with measures which indicate academic strengths and weaknesses of pupils regardless of particular curriculum programs and methods ...

Population

Special diagnostic tests were administered to the several groups of pupils in the ESEA Title I elementary schools. Co-operative Primary Tests were administered to all pupils in grades P2 through P8. The Start Test was administered to a selected sample of pupils in Special Kindergarten. Reading tests were administered to a sample of pupils selected for Reading Centers in grades 2 and 3. The Boehm Test of Basic Concepts was administered to a selected sample of kindergarten project pupils in the Language Development Project.

Description

In September of 1970, the following tests were administered: 1) The Start Test to a selected sample of kindergarten pupils, 2) The Boehm Test of Basic Concepts to a selected sample of kindergarten project pupils in the Language Development Project, 3) The Clymer-Barrett Pre-Reading Battery to identified pupils enrolled in designated Reading Center classes.

In May of 1971, the Cooperative Primary Tests were administered to primary pupils. Level 12 of the test was taken by pupils in P1 to P4, and level 23 was taken by P5 and P8 pupils.

Testing results were returned to appropriate personnel in the form of listings, frequency distribution, and item performance reports.

An analysis of needs was also formulated for each Title I school and for the total Title I school population. These reports consisted of 1) an explanation of the tests and the skills measured by each subtest, 2) a discussion of the nature and purpose of the tests, 3) an explanation and illustration of measures of central tendency, 4) instruction in interpretation and use of percentile rank profile charts, 5) instruction in interpretation of printed data reports, and 6) an analysis of group performance on the separate subtests.

218

Objectives Evaluated

Before the end of the project:

1. The testing specialist will formulate need analysis reports based upon the administration of:

   - Cooperative Primary Tests in May, 1971, to all pupils in grades P2 through P8 in the eligible ESEA schools

   - the Start Test in September, 1970, to a selected sample of Special Kindergarten pupils

   - the Clymer-Barrett Pre-Reading Battery in September, 1970, to a sample of pupils selected for reading centers in Grades 2 and 3

   - the Boehm Test of Basic Concepts to a selected sample of kindergarten project pupils in the Language Development project.

2. Selected Title I project supervisors will respond to a survey that information in the needs analysis report is relevant to the building of future Title I programs and behavioral objectives.

3. Teachers and principals in Title I elementary schools will respond to a survey that information in the needs analysis report is relevant in diagnosing individual and group instructional needs of disadvantaged pupils.

4. The curriculum specialists will respond to a survey that the information in the needs analysis report is relevant to the building of curriculum and behavioral objectives.

Previous Evaluation Findings

The majority of K-4 teachers and administrators in Title I elementary schools felt that the item performance analysis and information given in previous years by the project regarding test results had been useful in analyzing academic strengths and weaknesses of pupils.

ERIC 219

Current Evaluation Findings

Objective 1

The testing specialist will formulate need analysis reports based upon the administration of the Cooperative Primary Tests, the Start Test, the Clymer-Barrett Pre-Reading Battery, and the Boehm Test of Basic Concepts.

Evaluation Procedures: The evaluator checked on the progress and dissemination of need analysis reports.

Findings: Feedback of testing information was given during the project. A formal report will be given to the project and school staffs in September, 1971.

Result: The objective was met.

Objective 2

Selected Title I project supervisors will respond to a survey that information in the needs analysis report is relevant to the building of future Title I programs and behavioral objectives.

Evaluation Procedures: Title I project supervisors whose pupils were tested were asked to comment on the relevancy of the test information for building future Title I programs.

Findings: All four Title I project supervisors involved in the testing indicated that information in the needs analysis report was relevent to the building of future Title I programs and behavioral objectives.

Result: The objective was met.

Objective 3

Teachers and principals in Title I elementary schools will respond to a survey that information in the needs analysis report is relevant in diagnosing individual and group instructional needs of disadvantaged pupils.

Evaluation Procedures: All Title I principals were asked to comment on the relevancy of the testing information to the diagnosis of individual and group instructional needs.

Findings: 76% of the 21 principals in Title I elementary schools responding to the survey indicated that information in the needs analysis report was relevant in diagnosing individual instructional needs of disadvantaged pupils. 81% of the principals indicated that information in the report was relevant in diagnosing the group instructional needs of disadvantaged pupils. 42% of the 151 teachers who had received a copy of a needs analysis report indicated that the information in the report was relevant in diagnosing individual instructional needs of disadvantaged pupils and 59% of the teachers indicated that the information was relevant in diagnosing group instructional needs of disadvantaged pupils.

Result: The objective was met since the majority of principals and staff responded favorably.

Objective 4

The curriculum specialists will respond to a survey that the information in the needs analysis report is relevant to the building of curriculum and behavioral objectives.

Evaluation Procedures: Four curriculum specialists in the academic areas tested were asked to comment on the relevancy of the testing information to the building of curriculum and behavioral objectives.

Findings: All of the curriculum specialists responding to the survey indicated that the information in the needs analysis report was relevant to the building of curriculum and behavioral objectives.

Result: The objective was met.

Conclusions

The project succeeded in meeting all of its four stated objectives. The data supplied by this project have given teachers information which is relevant to the strengths and weaknesses in certain skill areas of their individual classes. The information, while serving as an effective vehicle for planning necessary class instruction, has also been of value in setting up behavioral objectives and curriculum for subsequent programs. The project was given a good evaluative rating.

ADAPTED RECREATION FOR HANDICAPPED CHILDREN

GRADE LEVEL: K-Post High School

NUMBER OF PUPILS: 200

PROJECT BUDGET: $36,622.00

STAFF:
3 Program Directors
3 Activity Specialists
23 Activity Leaders
3 Building Engineers
1 Secretary

PROJECT OPERATION AND CONTROL
Division of Municipal Recreation and Adult Education
Title I Office

ASSS

ADAPTED RECREATION FOR HANDICAPPED CHILDREN

... to meet the individual and group recreational needs of mentally, physically, and multiple-handicapped and emotionally disturbed children ...

Population

The project served children who were physically handicapped, retarded, deaf, and emotionally disturbed. The children ranging in age from 6 to 19 years were elementary, junior high, secondary, ungraded, orthopedic, and retarded home instruction pupils, or pupils too severely handicapped for any type of formal instruction.

Description

Project personnel identified student needs and grouped pupils according to type of handicap and grade level. Groups met for 2½ hours one day a week at six locations. To achieve the major goal of whole child improvement, emphasis was placed on motivation to achieve, social awareness, oral expression, and work study skills. Activities to accomplish these goals consisted of the following: High Organized Games, Low Organized Games, Physical Fitness Activities, Marching and Calisthenics, Dances and Club Organizations, Swimming and Water Play, Arts and Crafts, Musical Activities, Table Games, Outdoor Education.

Objectives Evaluated

At the end of the project:

1. 62.45% of the retarded children will have improved their mobility competence as measured by the Kennedy Special Fitness Test for Retarded Children.

2. 66% of the physically and multiple handicapped will have improved their manual dexterity as measured by a staff devised check list.

3. 65% of the physically handicapped children will have improved in self-image as determined by staff observation.

4. 91% of the physically handicapped pupils will have improved in social interaction as evidenced by staff observation.

Evaluation Procedures

A parental questionnaire was developed to determine parental attitude toward the project and to give parents an opportunity to express their feelings as to the benefits of the project to their child. Improvement in mobility, manual dexterity, language, self-image, and social interaction was determined by using a check list which was completed by activity specialists. A limited number of pupils were given the Kennedy Special Physical Fitness Test to determine improvement in their mobility competence, and manual dexterity.

Previous Evaluation Findings

All past evaluations revealed that both staff and parents had positive reactions and a high regard for the project.

Current Evaluation Findings

Objective 1

62.45% of the retarded children will improve their mobility as measured by the Kennedy Special Fitness Test for Retarded Children.

Findings: All of the children tested showed improvement in scores on the Kennedy Special Physical Fitness Test.

Result: The objective was met.

Objective 2

66% of the physically and multiple handicapped children will improve their manual dexterity as measured by a staff devised check list.

Findings: 75% of the children showed improvement in manual dexterity as measured by manual dexterity competence check list.

Result: The objective was met.

Objective 3

65% of the physically handicapped children will improve in self-image and language competency as determined by staff observation.

Findings: 79% of the pupils improved in self-image and 76% improved in language competency according to staff observation as indicated on the locally devised check list.

Result: The objective was met.

Objective 4

91% of the physically handicapped children will improve in social interaction as evidenced by staff observation.

Findings: 83% of the pupils showed improvement in social interaction according to recorded staff observations on the social interaction improvement check list.

Result: The objective was not met.

Conclusions

While this program succeeded in meeting three of its four objectives, it was interesting to note that the response of parents toward the contribution of this project regarding child improvement was very positive. Breaking the vicious circle of disability promoting inactivity, and inactivity reinforcing disability, seems to be a primary benefit of this project. Parents repeatedly indicated that the child's experiences in this project have promoted growth and motivated activities that had never been an integral part of his pre-project life. The project, therefore, seems to be contributing greatly toward improvement of the whole child.

PRE-SCHOOL DEVELOPMENTAL ACTIVITY

CHRONOLOGICAL AGES: 3-7

NUMBER OF PUPILS: 16

PROJECT BUDGET: $9,132.00

STAFF:

1 Program Director
3 Activity Leaders
1 Testing Specialist
3 Attendants
1 Building Engineer
1 Secretary

PROJECT OPERATION AND CONTROL
Division of Municipal Recreation and Adult Education
Title I Office

PRE-SCHOOL DEVELOPMENTAL ACTIVITY

... to provide developmental activities for mentally retarded, physically, and multiply handicapped children ...

Population

This project served pre-school and early elementary handicapped children up to eight years of age. One or both parents agreed to participate in the project. This parental involvement extended the project into the home and attempted to provide more continuity in the rearing of the handicapped child.

Description

The project operated at Holler Park and concentrated on the development of four basic areas: gross motor skills, fine motor skills, language competence, and social and emotional adjustment.

Developmental activities were conducted on Saturday, beginning in October and continuing for 33 weeks. Parents were invited to sessions conducted by the staff during the school year. During these meetings parents were informed of the materials and therapeutic techniques available as well as the underlying philosophy of the project.

Objectives Evaluated

At the conclusion of the project, parents of children enrolled in the program will indicate that adequate information was given to them to increase their knowledge and improve their child rearing practices.

Evaluation Procedures

A questionnaire sought to determine the extent of parent involvement in program activities and the extent to which the project provided new techniques and skills to enable the parents to better care for the needs and development of their children.

Previous Evaluation Findings

Evaluations of the project in the past indicated that both staff and parents had a positive perception of the outcome of the project. A number of parents added unsolicited comments that indicated continuing high regard for the project.

Current Evaluation Findings

Of the 16 questionnaires sent to parents, six were returned; all of which indicated that their parents had been invited and had accepted an invitation to visit the school to witness their child's participation in the project. The parents also indicated that they had been advised by the school staff of the philosophy and aims of the project and had been supplied with information and techniques which were helpful to them in the development of a program of home activities for their child.

Conclusions

This project was in its developmental stage for the current academic year. Appropriate physical fitness tests and appropriate performance levels for handicapped children will be obtained so that next year's project will have better measures of success concerning pupil growth in mobility and manual dexterity. The questionnaire sent to parents this year indicated a lack of parental interest in the project since only six of sixteen parents returned the instrument. Parental interest in the project would seem to be an important area in which project personnel should concentrate next year.

TWO MODEL ELEMENTARY RESOURCE CENTERS

GRADE LEVEL: K-8

NUMBER OF PUPILS: 1,570

PROJECT BUDGET: $19,595.00

STAFF: 1 Librarian - Media Specialist

SCHOOLS INVOLVED:

LaFollette
Vieau

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

TWO MODEL ELEMENTARY RESOURCE CENTERS

... to provide an appropriate environment in which to study ...

Description

Two resource centers were in operation in two elementary schools as a pilot project. These centers were staffed by teacher aides provided under state funds, used Title II materials, Title I equipment, and were supervised by a Title I librarian - media specialist. The resource centers provided additional and different study places, audiovisual aides, and print and non-print materials.

The elementary resource centers served entire classes as well as individual pupils and small groups. Instructional materials were also used by teachers.

A series of three Saturday morning inservice workshops were held in October, 1970. At the first session, teachers and teacher aides were instructed by the curriculum specialists from the Department of Elementary and Secondary Education in the use of specific materials available in the resource centers. At the second session, supervisory staff members of the Department of Instructional Resources presented techniques of producing and using materials. At the third session, offered to teachers only, an elementary school principal and a state university audiovisual director led discussions on the philosophical bases for resource centers and their place in education today and in the future.

The librarian - media specialist developed an outline for a television inservice workshop series to be used in the future in this project or similar programs.

Objectives Evaluated

At the end of the academic year:

1. Pupils will have entered the instructional resource center on an average of at least 10 times during the school year for the purpose of using its materials and services as measured by center attendance records.

2. All of the classroom teachers will have used some of the materials in the center for their classroom teaching as measured by a teacher questionnaire.

3. Over 50% of the teachers will indicate a positive attitude toward the resource center as measured by a teacher questionnaire.

Evaluation Procedures

Each center maintained a record of the attendance of pupils and teachers and of the circulation of both print and non-print materials in the centers.

A questionnaire was sent to 44 classroom teachers at the two project schools asking them to respond to questions concerning the value of the center for their pupils and for the types of materials used by pupils and teachers, the value of the inservice workshop sessions, and suggested improvements in the center operation.

Current Evaluation Findings

Objective 1

Pupils will enter the resource center on an average of at least 10 times each during the school year for the purpose of using its materials and services as measured by center attendance records.

Findings: Pupil use of the resource centers numbered 30,843 visits for a per pupil average of 19.6 visits.

Result: This objective was met.

234

Objective 2

All of the classroom teachers will use some of the materials in the center for their classroom teaching as measured by a teacher questionnaire.

Findings: All of the classroom teachers used some of the materials in the center for their classroom teaching.

Result: The objective was met.

Objective 3

Over 50% of the teachers will indicate a positive attitude toward the resource center as measured by a teacher questionnaire.

Findings: 66% of the classroom teachers felt that the resource center extended and reinforced classroom learning to a great extent, and 57% said that it had benefited their pupils to a great extent.

Result: This objective was met.

Classroom Teacher Questionnaire

Thirty-three of the fourty-four regular classroom teachers assigned to the two project schools responded to a questionnaire concerning their perceptions of the resource center and its value to themselves and their pupils. Ninety-seven percent of the teachers said that they were able to obtain information or materials they were seeking from the center staff. Eighty-five percent of these 71% felt that the workshop was very helpful, and 29% said that it was somewhat helpful.

Teachers were asked to check the types of instructional materials used by themselves and by their pupils. Reference books and materials, library books, and filmstrips were used by at least 93% of the teachers and 60% of the pupils. Suggested changes in the resource center included a definite time schedule for use of the center by individual classes, the extension of hours for after school

pupil use, installation of carrels for individual study, and additional materials for the development of vocabulary, mathematics, science, and phonics skills.

Conclusions

All three objectives evaluated were accomplished. The content of these objectives and their accomplishment gave this project a good evaluative rating.

INSTRUCTIONAL RESOURCES SUPPORT SERVICE

GRADE LEVEL: K-12

NUMBER OF PUPILS: All Projects

PROJECT BUDGET: $57,883.00

STAFF:
1 Project Director
1 Supervisor-Graphic Arts Production*
1 Supervisor-Audiovisual Resources*
1 Media Specialist
2 Clerical**

SCHOOLS INVOLVED:

All Title I ESEA Schools

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Board Funded
**One 50% Board Funded

INSTRUCTIONAL RESOURCES SUPPORT SERVICE

... to enrich school programs through the addition of audio-visual equipment and instructional materials ...

Population

The Instructional Resources Support Service Project served all phases of the Title I Program operating in public and non-public schools.

Description

This project was divided into three components: the design and production of audio-visual materials, inservice training sessions, and the procedure and maintenance of audio-visual equipment.

The project personnel designed and produced audio-visual materials to be used by Title I personnel in working directly with children in Title I projects and in disseminating information concerning the projects.

Inservice training sessions were developed to assist teachers in the classroom use of new audio-visual media.

The procurement and maintenance of audio-visual equipment was a continual operation for project staff.

Objectives Evaluated

Throughout the academic year, 90% of the requests for service will be answered.

Evaluation Procedures

A listing of requests for production of audio-visual materials and procurement and maintenance of audio-visual equipment, which were received and filled, was maintained during the year.

Current Evaluation Findings

Objective 1

90% of the requests for services will be answered.

Findings: All of the requests for services were answered.

Result: The objective was met.

Component 1:
Audio-visual Materials

The Department of Instructional Resources, through its design and production facilities, made available a number of services and materials during the 1970-1971 school year. An artist produced some 50 covers and assorted art materials for curriculum guides and reports in the various Title I projects. He was involved in producing illustrations for transparencies, kodaliths, and slides.

Photographic services produced 2,500 2 x 2 slides, 3000 feet of 16 mm black and white and color film, and approximately 100 kodalith negatives which were used in the preparation of printing plates. About 2,000 overhead transparencies and 3,000 acetate slides were produced.

Component 2:
Inservice Training

The first of a series of four television inservice workshop programs called Using Technology: The Equipment was developed and used during the 1968-1969 school year. This program, describing the operation and care of audio-visual equipment, was presented in 1969-1970 to 61 Title I teachers. This inservice workshop program received a national award in the DAVI-EBEC competition in May, 1970, as one of the ten top educational programs in the United States.

During the 1969-1970 school year, a second television inservice workshop program entitled Using Technology: The Materials was developed and presented by instructional resources personnel to 66 Title I teachers. These two television inservice workshop programs have been telecast by the State Department of Public Instruction through the facilities of Station WHA in Madison.

During the 1970-1971 school year, work continued on the third television inservice workshop program Using Technology: Audio and Visual Principles. It is to be presented in fall, 1971, together with a re-run of the first program, Using Technology: The Equipment.

Component 3:
Procurement of Equipment

Under this segment of the Instructional Resources Project, assistance was given to Title I personnel in the selection, ordering, distribution, maintenance, and replacement of audio-visual equipment. Uncommitted equipment was reallocated to new or expanded Title I projects, and information was given to the supervisory staff regarding the availability of new audio-visual equipment. Loan service of 16 mm films to Title I schools was also provided by the Milwaukee Public Museum.

In addition, this component provided for the maintenance of an accurate inventory of equipment, processing of theft and vandalism reports, and replacement of stolen or vandalized audio-visual equipment. Summer storage of non-public school Title I equipment was provided under this component.

Conclusions

The Instructional Resources Support Service Project met all the requests it received. This project functioned as an excellent facilitator for all Title I projects so that these projects were able to carry out their proposed intent. An evaluative rating of good was assigned to the project.

Non-Public School Services

1. Homes For Neglected and Delinquent Children

   a. Cedarcrest Girls Residence
   b. St. Aemilian Child Care Center
   c. Jewish Family and Children's Service
   d. Lakeside Children's Center
   e. St. Charles Boy's Home
   f. St. Rose's Home for Girls
   g. St. Joseph Home for Children

      1. Clinical Teacher
      2. Industrial Education

2. Title I Services to Non-Public Schools

CEDARCREST GIRLS RESIDENCE
Reading Center Program

CHRONOLOGICAL AGES: 13-17 years

NUMBER OF PUPILS: 30

PROJECT BUDGET: $11,341.00

STAFF: 1 Reading Center Teacher

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

CEDARCREST GIRLS RESIDENCE

... to increase reading and oral
and written expression ...

Population

Adolescent girls with behavior problems participated in the reading center program. These girls had been committed by the courts for a period of two years after having been adjudged delinquent. Reading was the greatest educational need for the majority of girls as determined by test results and by teacher, social worker, and psychiatrist observation.

Description

A reading center program was conducted for residents of the "home." Its main objective was to increase reading achievement and improve oral and written expression. Classes, which met daily for a 45-minute period, used a variety of library books, games, workbooks, and audio-visual materials with high interest level and reading level commensurate with the pupil's reading achievement.

Objectives Evaluated

At the conclusion of the project:

1. 50% of the pupils participating in the reading center will have gained five months in reading ability as measured by the California Reading Test.

2. 30% of the pupils in the reading center will have exhibited improvement in oral and written expression as measured by individual pupil logs maintained by the project teacher.

3. 50% of the pupils in the reading center will have shown improvement in listening as evidenced by their ability to successfully follow a six-step task played on a tape recorder.

4. 50% of the pupils in the reading center will have reported to the reading center on time and remained in the classroom for the entire period as measured by individual attendance graphs.

Evaluation Procedures

The California Reading Test, Forms W and X, was used as a measure of reading improvement. The project teacher maintained individual pupil logs in order to ascertain improvement in oral and written expression. Improvement in listening acuity was measured by means of a six-step procedure played on a tape recorder. Individual attendance graphs were also maintained.

Current Evaluation Findings

Objective 1

50% of the project participants will gain five months in reading ability as measured by the California Reading Test.

Findings: 34% of the pupils gained five months or more in reading ability on the California Reading Test.

Result: The objective was not met.

Objective 2

30% of the project participants will exhibit improvement in oral and written expression as measured by individual pupil logs maintained by the project teacher.

Findings: 50% of the participants exhibited improvement in oral and written expression as measured by individual pupil logs.

Result: The objective was met.

Objective 3

50% of the pupils will show improvement in listening as evidenced by their ability to successfully follow a six-step task played on a tape recorder.

Findings: 45% of the pupils showed improvement in listening as evidenced by their ability to successfully follow a six-step task played on a tape recorder.

Result: The objective was not met.

Objective 4

50% of the participants will report to the reading center on time and remain for the entire period as measured by individual attendance graphs.

Findings: 56% of the participants reported to the reading center on time and 67% remained for the entire period as measured by individual attendance graphs.

Result: The objective was met.

Conclusions

The project successfully met two of four objectives. The greatest strengths of the project were small class size and materials designed for reluctant readers. It was recommended that there be more reading materials available dealing with black culture and the inner-city.

ST. AEMILIAN CHILD CARE CENTER
Clinical Teacher Program

CHRONOLOGICAL AGES: 6-13 years

NUMBER OF PUPILS: 42

PROJECT BUDGET: $9,943.00

STAFF: 1 Clinical Teacher

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

ST. AEMILIAN CHILD CARE CENTER

... to increase creative and aesthetic
growth through art media ...

Population

Resident boys at the primary and elementary levels participated in the project. These boys, often neglected in their own homes and placed with court approval, have educational and emotional problems. This home acted as a treatment center with psychiatric staffing, casework, health service, and recreation programs.

Description

A clinical program was designed to meet the emotional and academic needs of the boys. Activities were provided in the areas of library usage and arts and crafts. Scheduled periods and free periods were allocated to each class in both the library and art program. Structured and free activities provided for individual differences, promoted creative and social growth, and helped the participants achieve some measure of personal success. In order to stimulate pride in completed art work, the children's work was displayed in various areas of the child care center. Approximately 60% of the time was devoted to the art program while the remaining 40% was directed in the library area.

VPS

Objectives Evaluated

At the end of the project:

1. Most of the project pupils will develop an awareness of proper library conduct and an appreciation for books as measured by the clinical teacher's perception.

2. Most of the project pupils will show improvement in creative and aesthetic growth through art media as measured by the clinical teacher's perception.

Evaluation Procedures

The clinical teacher maintained a record of observations as to the development of proper library conduct and appreciation for books by project pupils. In addition, teacher perception of creative and aesthetic growth through art media was obtained by means of a pupil check list.

Current Evaluation Findings

Objective 1

Most of the project pupils will develop an awareness of proper library conduct and an appreciation for books as measured by the clinical teacher's perception.

Findings: 85% of the project pupils developed an awareness of proper library conduct and an appreciation for books as measured by teacher perception.

Result: The objective was met.

Objective 2

Most of the project pupils will show improvement in creative and aesthetic growth through art media as measured by the clinical teacher's perception.

Findings: 85% of the project pupils showed improvement in creative and aesthetic growth through art media as perceived by the clinical teacher.

Result: The objective was met.

Conclusion

The project successfully met both of its objectives. The greatest strength of the project seemed to be the feeling of success experienced by the boys in the art phase of the project. Recommendations for future improvement emphasized the involvement of parents as aides in order to give them more insight into the methods of handling the problems of the project pupils.

250

JEWISH FAMILY AND CHILDREN'S SERVICE
Tutorial Reading Program

CHRONOLOGICAL AGES: 7-19 years

NUMBER OF PUPILS: 7

PROJECT BUDGET: $5,130.00

STAFF: 2 part-time Reading Teachers

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

JEWISH FAMILY AND CHILDREN'S SERVICE

... to increase oral and written expression ...

Population

Pupils were housed in two residences and attended neighborhood public schools. All pupils had academic, social ar psychological problems. Reading was the greatest area of educational need as determined by test results and staff observations.

Description

A tutorial reading program, conducted at each of the two residences outside of regular school hours, was designed to supplement and enrich the regular school program by providing a variety of materials and individual help to the participants.

Objectives Evaluated

At the conclusion of the project:

1. 50% of the pupils will be reading at grade placement as measured by the California Reading Test or Metropolitan Reading Tests.

2. Pupils will show an increase in oral and written expression as measured by weekly records of oral responses and written assignments maintained by the reading teachers.

Evaluation Procedures

At the end of the year, the Metropolitan Reading Tests, Word Knowledge, Word Discrimination, and Reading subtests, were administered to the elementary pupils and the California Reading Vocabulary and Comprehension subtests were given to the secondary pupils. An average reading grade equivalent score for each pupil was calculated and compared to his actual grade placement. Weekly records of oral responses and written assignments were maintained by the reading teachers.

Current Evaluation Findings

Objective 1

50% of the pupils will be reading at grade placement as measured by the California Reading or Metropolitan Reading Tests.

Findings: None of the participants were reading at grade placement as measured by the California Reading or Metropolitan Reading Tests.

Result: This objective was not met.

Objective 2

Pupils will show an increase in oral and written expression as measured by weekly records of oral responses and written assignments maintained by the reading teachers.

Findings: All participants showed an increase in oral and written expression as measured by weekly records maintained by the reading teachers.

Result: This objective was met.

Conclusions

The project met one of two objectives. The greatest strength of the project was its flexibility in the scheduling and the support provided by the one-to-one pupil-teacher ratio. Communication between project personnel and the home staff was an area which needed improvement.

LAKESIDE CHILDREN'S CENTER
Teacher Aide Program

CHRONOLOGICAL AGES: 8-15 years

NUMBER OF PUPILS: 28

PROJECT BUDGET: $5,618.00

STAFF:

1 Paraprofessional Teacher Aide

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

LAKESIDE CHILDREN'S CENTER

... to develop pupil work-study skills ...

Population

Project participants were severely emotionally disturbed children who were unable to adjust and achieve in the regular school setting.

Description

A paraprofessional provided a tutorial program for individuals or small groups of children. This program extended the principle of individualized instruction by helping pupils complete teacher assignments and freeing the teacher to work with individuals.

VOCS 256

Objectives Evaluated

At the end of the project:

1. Most of the children will be able to work independently with a minimum amount of help after instruction by the teacher as perceived by the teacher aide.

2. Most of the children will be able to complete assignments in accord with the teacher's expectations.

3. Most of the children will request academic help from the teacher when needed as evidence of their desire to achieve as perceived by the teacher aide.

4. 75% of the children will have improved six months or more in reading ability as measured by standardized tests.

Evaluation Procedures

The Stanford Achievement Reading Test (Form W) was administered to project pupils at the beginning and the close of the school year. Grade equivalent scores were compared to pretest scores, and difference scores in grade equivalents were computed.

Records were maintained by the teacher regarding completion of assignments, requests for academic help, and pupil ability to work independently with a minimum amount of help.

Current Evaluation Findings

Objective 1

Most of the children will be able to work independently with a minimum amount of help after instruction by the teacher as perceived by the teacher aide.

Findings: 71% of the children were able to work independently with a minimum amount of help after instruction by the teacher.

Result: This objective was met.

Objective 2

Most of the children will be able to complete assignments in accord with the teacher's expectations.

Findings: 61% of the children were able to complete assignments in accord with the teacher's expectations.

Result: This objective was met.

Objective 3

Most of the children will request academic help from the teacher when needed as evidence of their desire to achieve as perceived by the teacher aide.

Findings: 82% of the children requested academic help from the teacher when needed as evidence of their desire to achieve.

Result: This objective was met.

Objective 4

75% of the children will improve six months or more in reading ability as measured by standardized tests.

Findings: 50% of the children improved six months or more in reading ability as measured by standardized tests.

Result: This objective was not met.

Conclusions

The project successfully accomplished three of its four objectives. The greatest contribution of this project was that it allowed teachers to devote more time and energy to working with individual children.

ED 258 CS

ST. CHARLES BOYS' HOME
Clinical Teacher Program

CHRONOLOGICAL AGES: 13-15 years

NUMBER OF PUPILS: 15

PROJECT BUDGET: $9,049.00

STAFF: 1 Clinical Teacher

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

038259

ST. CHARLES BOYS HOME

... to develop basic skills in reading and arithmeti....

Population

The participants were adolescent boys, who were severely disturbed, educationally retarded and lacked motivation to achieve. These boys had been placed by court order and were assigned to the premises for all activities including education.

Description

The clinical teacher program was an extension of the "home's" total educational program and involved classes of two to six boys. Basic skills in reading and arithmetic were stressed as well as work-study. Activities included field trips and were generally project-oriented. In addition to instruction in basic skill areas, the program stressed improved relationships and motivation to achieve. Title I ESEA funds were used to supply the reading center with materials and equipment.

ED 095 260

Objectives Evaluated

At the end of the project:

1. Most of the pupils will have gained one month in reading achievement for every month in the project as measured by Reading subtests of the Iowa Tests of Basic Skills or Wide Range Achievement Tests.

2. Most of the pupils will have gained one month in arithmetic achievement for every month in the project as measured by the Wide Range Achievement Arithmetic subtest.

3. Most of the pupils will have exhibited improvement in motivation to achieve, work-study skills, and social and educational awareness as measured by teacher observation.

Evaluation Procedures

The Wide Range Achievement Reading and Arithmetic subtests were given as measures of reading and arithmetic improvement. The project teacher maintained individual pupil records as to participant's motivation to achieve, work-study skills, and social and educational awareness.

Current Evaluation Findings

Objective 1

Most of the pupils will have gained one month in reading achievement for every month in the project as measured by the Reading subtest of the Wide Range Achievement Tests.

Findings: 78% of the boys gained at least one month in reading achievement for every month in the project as measured by the Reading subtest of the Wide Range Achievement Tests.

Result: The objective was met.

Objective 2

Most of the pupils will have gained one month in arithmetic achievement for every month in the project as measured by the Wide Range Achievement Arithmetic subtest.

Findings: 78% of the boys gained at least one month in arithmetic achievement for every month in the project as measured by the arithmetic subtest of the Wide Range Achievement Tests.

Result: The objective was met.

Objective 3

Most of the pupils will have exhibited improvement in motivation to achieve, work-study skills, and social and educational awareness as measured by teacher observation.

Findings: 100% of the boys were perceived to be more motivated to achieve; 82% improved in educational awareness, and 70% improved their work-study skills.

Result: The objective was met.

Conclusions

The project successfully accomplished all three of its objectives. Individualized instruction was seen as the greatest strength of the project. The recommendation was made that a behavior modification system be established for next year's project.

ST. ROSE'S HOME FOR GIRLS
Clinical Teacher Program

CHRONOLOGICAL AGES: 14-17 years

NUMBER OF PUPILS: 6

PROJECT BUDGET: $4,292.00

STAFF: 1 Clinical Teacher*

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Half Time

ST. ROSE'S HOME FOR GIRLS

... to increase social awareness, motivation to achieve, and reading ability ...

Population

Participants were underachieving, severely emotionally disturbed girls, lacking motivation, self-control, and having low self-concepts.

Description

An adjustment remedial program in a self-contained classroom was designed to meet individual needs in reading as well as social awareness and motivation to achieve.

ERIC 264

Objectives Evaluated

At the end of the project:

1. 60% of the project girls will have increased in social awareness as evidenced by attainment of individual terminal behavior goals as observed by the project teacher.

2. 50% of the girls involved in the project eight months or longer will be more motivated to achieve as evidenced by an increase of two levels on the SRA Achievement Series.

3. 60% of the girls involved in the project six months or longer will have raised their reading scores two or more levels as recorded in a student record book of the SRA Reading Laboratory Series.

Evaluation Procedures

The SRA Achievement Series, Form D, Multi-level was given at the beginning and end of the project. An increase of two levels was used as evidence that participants had improved their motivation to achieve. Student record books of the SRA Reading Laboratory Series were maintained for each pupil. A comparison was made between pre and post levels.

The project teacher maintained individual pupil records of participant's growth in social awareness. These observations were recorded by means of a pupil check list.

Current Evaluation Findings

Objective 1

60% of the project girls will have increased in social awareness as evidenced by attainment of individual terminal behavior goals as observed by the project teacher.

Findings: All project girls increased their social awareness as observed by the project teacher.

Result: The objective was met.

Objective 2

50% of the girls involved in the project eight months or longer will be more motivated to achieve as evidenced by an increase of two levels on the SRA Achievement Series.

Findings: 60% of the girls increased two levels or more on the SRA Achievement Series as evidence of a greater motivation to achieve.

Result: The objective was met.

Objective 3

60% of the girls involved in the project six months or longer will have raised their reading scores two or more levels as recorded in a student record book of the SRA Reading Laboratory Series.

Findings: 83% of the girls raised their reading scores two or more levels as recorded in the student record book of the SRA Reading Laboratory Series.

Result: The objective was met.

Conclusions

The project successfully met all three of its objectives. The greatest strengths of the project were the flexibility of curriculum and the rapport between pupil and teacher. Recommendations for future project development included more time for planning among staff members and a clear definition of teacher role in relation to pupils, staff, social workers, and child care workers.

ST. JOSEPH HOME FOR CHILDREN
Clinical Teacher Program

CHRONOLOGICAL AGES: 12-17 years

NUMBER OF PUPILS: 26

PROJECT BUDGET: $4,247.00

STAFF: 1 Clinical Teacher*

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Half Time

ST. JOSEPH HOME FOR CHILDREN

... to develop pupil social awareness,
emotional maturity, and achievement ...

Population

Participants were low achievers, emotionally disturbed, and immature socially. Most of the children had never experienced success nor had they exhibited acceptable social behavior.

Description

An adjustment-remedial program oriented to pupil needs was designed to aid the most educationally disadvantaged and emotionally disturbed children in the "home." Basic skills in reading and arithmetic were stressed as well as activities designed to improve social awareness and increase emotional maturity.

268

Objectives Evaluated

At the end of the project:

1. 50% of the project pupils will have improved their reading and arithmetic achievement as perceived by the project teacher and based on teacher-made tests.

2. 50% of the project pupils will have increased their social awareness as perceived by the project teacher.

3. 50% of the project pupils will have exhibited increased emotional maturity as a result of reduction in emotional stress based on teacher observation

Evaluation Procedures

The clinical teacher maintained individual pupil records as to improvement in reading and arithmetic achievement. In addition, teacher observations of increased social awareness and emotional maturity were obtained by means of a pupil check list.

Current Evaluation Findings

Objective 1

50% of the project pupils will have improved their reading and arithmetic achievement as perceived by the project teacher and based on the teacher-made tests.

Findings: 82% of the project pupils improved their reading and arithmetic achievement as perceived by the project teacher and based on teacher-made tests.

Result: The objective was met.

Objective 2

50% of the project pupils will have increased their social awareness as perceived by the project teacher.

Findings: 86% of the project pupils increased their social awareness as perceived by the project teacher.

Result: The objective was met.

Objective 3

50% of the project pupils will have exhibited increased emotional maturity as a result of reduction in emotional stress based on teacher observation.

Findings: 86% of the project pupils increased their emotional maturity based on teacher observation.

Result: The objective was met.

Conclusions

The project successfully met all three of its objectives. Strengths of the project were seen to be small class size, a supportive team effort, short term goals, and flexibility. An orientation for new pupils and the subject of how to study was suggested for future project improvement.

ERIC 270

ST. JOSEPH HOME FOR CHILDREN
Industrial Education Program

CHRONOLOGICAL AGES: 11-16 years

NUMBER OF PUPILS: 31

PROJECT BUDGET: $1,483.00

STAFF:

1 Industrial Arts Teacher*

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

*Part-time

OTS 271

ST. JOSEPH HOME FOR CHILDREN

... to decrease pupil anxiety
through industrial arts activities ...

Population

Participants exhibited severe educational retardation, were emotionally disturbed, and lacked an awareness of socially acceptable behavior and a feeling of accomplishment.

Description

The industrial arts program was in operation after school hours and on Saturday mornings and included both boys and girls. The purposes of this program were to provide activities to release anxiety and tension, to develop woodworking as a hobby or vocational trade, and to develop an appreciation for and a feeling of accomplishment for finished projects. The specialized workshop facility was equipped with funds provided under Title I ESEA in 1967-1968.

Objectives Evaluated

At the end of the project:

1. Most of the project pupils will have completed a minimum of three projects during each semester.

2. Most of the project pupils will have shown a release of high anxiety as a result of participation in the program.

3. Most of the project pupils will have indicated an interest in industrial arts activities and an appreciation for a finished product.

Evaluation Procedures

Individual pupil records were maintained by the project teacher as to the number of projects completed by each participant. In addition, teacher observations of increased interest in industrial arts activities and appreciation for a finished product were obtained by means of a pupil checklist.

Current Evaluation Findings

Objective 1

Most of the project pupils will complete a minimum of three projects during each semester.

Findings: 64% of the project pupils completed a minimum of three projects during each semester.

Result: This objective was met.

Objective 2

Most of the pupils will show a release of high anxiety as a result of participation in the program.

Findings: All project pupils showed a release of high anxiety as a result of program participation.

Result: This objective was met.

Objective 3

Most of the project pupils will indicate an interest in industrial arts activities and an appreciation for a finished product.

Findings: All project pupils indicated an interest in industrial arts activities and an appreciation for a finished product.

Result: This objective was met.

Conclusions

The project successfully met all three of its objectives. The greatest strengths of the project were the opportunity for pupils to gain confidence in their ability to produce a finished product and the opportunity for pupils to work with an adult in an informal learning situation. The project could be improved through the enumeration of more specific goals for pupils.

TITLE I SERVICES TO NON-PUBLIC SCHOOLS

PROJECT:	NUMBER OF SCHOOLS:	NUMBER OF PUPILS:
Language Development	4	80
Reading Center	11	394
Elementary Guidance	7	150
Social Work Services	10	133
Psychological Services	12	115
Field Trips	10	1,332
Social Improvement	6	629
Clothing	All schools Eligible	74
Naturalist	6	828
Mobile Laboratory	7	614

GRADE LEVEL: Pre-School-8

SCHOOLS INVOLVED:

Bethlehem Lutheran
Boniface Community
Bruce-Guadalupe Community
Emmaus Lutheran
Francis Community
Holy Ghost Lutheran
Leo Community
Martin Luther King Community
Michael Community
St. Stanislaus
St. Stephen Lutheran
Sharon Seventh Day Adventist
Urban Day Community

PROJECT OPERATION AND CONTROL
Division of Curriculum and Instruction
Title I Office

TITLE I SERVICES TO NON-PUBLIC SCHOOLS

... to develop communication skills in educationally disadvantaged pupils in non-public schools ...

Population

Eight elementary academic and supportive service Title I projects were serving non-public school pupils. Pupil selection criteria for the non-public school projects were the same as those used within the public school projects. Of the 12 non-public schools participating in one or more projects, four were Lutheran, seven were community, and one was Seventh Day Adventist.

Of the 2,524 pupils enrolled in the 12 Title I non-public schools, 604 received one or more intensive services from Language Development, Reading Center, Psychological Services, Guidance, and Social Work Projects. In addition, non-public school pupils participated in the Social Improvement, Clothing, and Field Trips Projects which were considered non-intensive projects.

Of the 604 pupils participating in the intensive Title I projects, 411 were in grades preschool through four. Sixty-seven percent of the 604 pupils were in only one project, 20% were in two projects, 11% were in three projects, 1.8% were in four projects, and .2% were in five projects.

Description

Title I personnel serving a non-public school were either located in a room rented by the Milwaukee Board of School Directors or in one of five trailer classrooms located on non-public school property. These trailer classrooms were specially constructed for this use and located semipermanently at the five schools.

Operation of various projects followed the same procedure in non-public schools as in public schools.

276

Evaluation Procedures

The number of pupils involved in the Title I projects was supplied by project personnel working in the non-public schools. Classroom teachers and administrators of the non-public schools were asked to respond to questionnaires concerning Title I activities in their schools. In addition, principals were asked to complete a 1970-1971 Title I Planning Survey. Results of this survey were used in the current evaluation of non-public school Title I projects and in planning program operations for the school year 1971-1972.

Previous Evaluation Findings

Non-public schools in the Title I area have been provided service since the inception of Title I in the spring of 1966. In the beginning, this service was on a limited basis due to the problems of placing public school personnel on non-public school property.

During the past four years, service has been extended and expanded until most Title I projects were operating in non-public schools. This included both academic and supporting services.

A two school sample was selected for the 1968-1969 formal evaluation of pupil communication skills. Language development and reading skills of pupils receiving intensive service were compared to the same skills of pupils not receiving intensive service. At grade one, comparison pupils did significantly better than project pupils on the Listening and Word Analysis subtests of the Cooperative Primary Tests. There was no significant difference between the two groups on the Reading subtest of the Cooperative Primary Tests. Posttest scores for both groups were adjusted for initial differences between project and non-project pupils in IQ, age, Listening and Word Meaning subtests of the

8277

Metropolitan Readiness Tests. Less than half of the pupil performance on the Listening and Reading subtests was accounted for by these adjusting variables. This lack of information tended to reduce the reliability of the findings for the grade one pupils. At grade levels two and three, there were no significant differences between project and comparison pupils in conduct, attendance, reading grade, language grade, and scores on the Listening, Word Analysis, and Reading subtests of the Cooperative Primary Tests. Post measures were adjusted for initial differences between project and comparison pupils in IQ, conduct, attendance, age, reading grade, language grade, and scores on the Listening, Word Analysis, and Reading subtests of the Cooperative Primary Tests. More than half of the pupil performance on the various post measures listed above was accounted for by the adjusting variables, with the exception of pupil attendance.

Classroom teachers felt that project effectiveness depended on the personnel involved. These teachers were well pleased with the Title I projects for the most part and considered the projects helpful to their pupils.

Principals were quite positive about the impact of the majority of projects operating in their schools, especially the academic service projects such as Language Development, Reading Center, and English as a Second Language. Outdoor Education (Field Trips) was also viewed quite positively. Principals felt that most of the supportive service projects were too limited in the amount of service to make meaningful judgments about their effectiveness.

1278

In spring of 1970, teachers and principals were asked to respond to a pupil needs survey. Most of the teachers felt that improvement in reading was the greatest need of their pupils, improvement in work-study habits second, and improvement in self-cohfidence third. Principals ranked pupil needs in the following order: 1) reading, 2) mathematics, and 3) group relationship skills.

Current Evaluation Findings

Questionnaires were returned by 53 of the 72 classroom teachers surveyed. The following projects were rated very effective by 50% or more of the classroom teachers who had pupils involved in a Title I project:

1. Reading Center - 81%
2. Field Trip Transportation - 80%
3. Language Development - 79%
4. Elementary Guidance - 50%

Eighty-seven percent of the responding classroom teachers held positive perceptions of pupil progress affected by the overall Title I program in their schools. Responding teachers indicated that improvement in reading was the greatest need of their pupils, improvement in self-confidence, second, and improvement in desire to learn, third.

Administrators were also asked to complete an evaluation questionnaire regarding the effectiveness of Title I projects operating in their schools during the 1970-1971 school year. Questionnaires were returned by all 12 school administrators. The three areas of greatest need perceived by school administrators were in this descending order:

1. Reading
2. Oral and Written Communication
3. Motivation to Achieve

The effectiveness rating given to the projects in non-public schools was entered into Table 6.

TABLE 6

NON-PUBLIC SCHOOL ADMINISTRATOR PERCEPTION OF TITLE I PROGRAM EFFECTIVENESS

Project	Number of Schools Participating	Administrator Perception		
		Very Good	Satisfactory	Unsatisfactory
Reading Center	11	8	3	0
Language Development	4	3	1	0
Social Improvement	6	0	3	3
Elementary Guidance	7	5	1	1
Psychological Services	12	8	4	0
Field Trip Transportation	10	10	0	0
Social Worker	12	6	6	0

Conclusions

In general, the non-public school administrators and teachers felt that Title I projects operating in their schools were effective and wanted these services continued during the 1971-1972 school year.

EPILOGUE

The Title I ESEA Evaluation 1970-1971 Report contained educational needs assessments based upon the perceptions of parents, teachers, and principals associated with the Title I schools; evaluations of individual project effectiveness; and an evaluation of total program effectiveness. The needs assessments were made so that the intent of the Title I Program would remain in accord with the perceived educational needs of Title I children. The evaluations of individual project effectiveness assessed how well the educational needs of Title I pupils were being met. The evaluation of total Title I Program effectiveness provided information to administrative decision-makers for the modification of program components which were not perceived to be contributing toward total program effectiveness.